Regular Meeting

Monday, August 18, 2025 7:00 PM
District Support Center, 715 W. Platte Avenue, Fort Morgan, CO 80701

1.	**OPENING ACTIVITIES**	
1.A.	Call to Order	
1.B.	Roll Call	
1.C.	Pledge of Allegiance	
1.D.	Approval of Previous Minutes	
1.E.	Agenda Changes; Approval of Agenda	
2.	**OPPORTUNITY FOR THE AUDIENCE**	
3.	**REPORTS**	
3.A.	Fort Morgan High School Representative	
3.B.	Board of Education	**Speaker(s):** Mrs. Nancy Hopper, Board President
3.C.	Superintendent	**Speaker(s):** Mr. Rob Sanders
3.D.	Assistant Superintendent of Curriculum and Assessment	**Speaker(s):** Dr. Rena Frasco
3.E.	Assistant Superintendent of Human Resources	**Speaker(s):** Mr. Jason Frasco
3.F.	Chief Financial Officer	**Speaker(s):** Ms. Toni Miller
4.	**DISCUSSION ITEMS**	
4.A.	Policies - District Revisions - Second Reading	
4.B.	Policies - Second Reading	
4.C.	Policies - District Revisions - First Reading	
4.D.	Fort Morgan Middle School Handbook	
4.E.	Fort Morgan High School Handbook	
4.F.	Fort Morgan High School Athletic Activities Handbook	
4.G.	Children's Center Handbook	
5.	**CONSENT AGENDA**	
5.A.	Personnel Action Report	
5.B.	Claims: Check Summary Report for July 2025	

5.C. Approval of Consent Agenda

6. **ACTION ITEMS**

6.A. Fort Morgan Middle School Handbook

6.B. Fort Morgan High School Handbook

6.C. Fort Morgan High School Athletic Activities Handbook

6.D. Children's Center Handbook

6.E. Donations from Blue Horizons to Various Teachers

7. **ADVANCED PLANNING**

7.A. Advanced Planning

8. **CLOSING ACTIVITIES**

8.A. Adjournment

BOARD OF EDUCATION
JULY 14, 2025
MINUTES

OPENING ACTIVITIES

A. Call to Order

The Board of Education of Morgan County School District Re-3 met in regular session at 7:00 p.m. on July 14, 2025. The meeting was held in the library at Columbine Elementary School, 815 West Street, Fort Morgan, with the following members present: Mrs. Chris Brown, Mrs. Nancy Hopper, Mrs. Kati Jess, Mr. John Prouty, Mrs. Mindy Smith, and Mrs. Sarah Whitney. Also in attendance were Mr. Rob Sanders, Superintendent, and Mr. Jason Frasco, Assistant Superintendent. Absent were Mrs. Amy Grantham; Dr. Rena Frasco, Assistant Superintendent; and Ms. Toni Miller, Chief Financial Officer. The meeting was relocated to Columbine Elementary School due to a failure of the HVAC (Heating, Ventilation, and Air Conditioning) system at the District Support Center.

B. Approval of Previous Minutes

Mrs. Kati Jess made a motion to approve the minutes from the regular meeting on June 16, 2025, as presented. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 0; "ABSENT" 1. Motion carried.

C. Agenda Changes; Approval of Agenda

Mrs. Mindy Smith made a motion to approve the agenda as presented. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 0; "ABSENT" 1. Motion carried.

OPPORTUNITY FOR AUDIENCE

None

REPORTS

A. Board – Mrs. Nancy Hopper

Mrs. Nancy Hopper shared information about the upcoming CASB (Colorado Association of School Boards) Regional Meetings. One of the meetings will be held in our boardroom at Morgan County School District Re-3. The meeting will be from 4:30 - 7:30 p.m. on August 13, 2025. There will also be a meeting in Holyoke on August 14, 2025.

B. Superintendent – Mr. Rob Sanders

Mr. Rob Sanders provided an update on the CDC/HHS (Centers for Disease Control/Health Hazard Evaluation) Grant. Although the grant funding initially ended before the project was complete, the good news is that it has been reinstated, allowing the District to continue the programs the grant supports.

Regarding current projects, the resurfacing of the track at Legion Field has been completed, and the contractor delivered excellent work. At Fort Morgan High School (FMHS), the roof replacement has begun, starting with the section above the auditorium. Additionally, water recently pooled on the FMHS gymnasium floor, and we are working with a contractor to address the issue. Options include replacing and refinishing the affected boards or, if the floor still has sufficient life, sanding and refinishing the entire surface. A wooden gym floor typically lasts 12–15 years, so if one more sanding is possible, it would be the most cost-effective solution.

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

Dr. Rena Frasco was absent.

D. Assistant Superintendent Human Resources – Mr. Jason Frasco

Mr. Jason Frasco presented the Personnel Action Report to the Board and reviewed the District's current vacancies, which include one administrative position, five certified positions, twelve classified positions, and four coaching positions. He noted that our turnover rate is approximately 10%, an improvement from nearly 15% last year.

The Board also has an action item requesting the addition of the Special Education Coordinator position to the differentiated salary list, with a proposed stipend of $5,500.

E. Chief Financial Officer - Ms. Toni Miller

Ms. Toni Miller was absent.

DISCUSSIONS ITEMS

A. 2025 Coordinated Election

The election this year is on November 4, 2025. Our Board will have three opens seat. Petitions will be available August 6 through August 29, 2025.

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

There was no discussion regarding the 2025-2026 Course Description and Planning Guide for Lincoln High School.

C. 2025-2026 Lincoln High School Handbook

There was no discussion regarding the 2025-2026 Course Lincoln High School Handbook.

D. Policies - District Revisions - First Reading

- ADF, Student Wellness
- ADF-R, Student Wellness
- GDQCB-E-1 Supplemental (Retiree) Contract
- BDFA-R, District Personnel Performance Evaluation Council By-Laws - RETIRE
- BDFC-R, Preschool Council – RETIRE

There was no discussion for the first reading of these policies.

E. Policies - First Reading

- AC, Nondiscrimination/Equal Opportunity
- ACA, Name Changes
- AC-E-1, Nondiscrimination/Equal Opportunity
- AC-E-2, Nondiscrimination/Equal Opportunity
- AC-R-1, Harassment and Discrimination Investigation Procedures for Students
- AC-R-3, Sexual Harassment Investigation Procedures
- EF-E-2, Civil Rights Complaint Procedure for School Nutrition Program
- GBA, Open Hiring/Equal Employment Opportunity
- GBAA, Sexual Harassment
- GBEE, Staff Use of Technology
- GBEE-E, Staff Use of Technology Acceptable Use Agreement
- GCE/GCF, Professional Staff Recruiting/Hiring
- GDE/GDF, Support Staff Recruiting/Hiring
- IJ, Instructional Materials and Library Resources
- JB, Equal Educational Opportunities
- JBB, Sexual Harassment
- JF, Admission and Denial of Admission
- JFBA, Intra-District Choice/Open Enrollment
- JFBB, Inter-District Choice/Open Enrollment
- JICA, Student Dress Code
- JICDD, Violent and Aggressive Behavior
- JICDE, Bullying Prevention and Education
- JICDE-E-2, Bullying Investigation Form
- JICJ, Student Use of Cell Phones and Other Personal Technology Devices
- JII, Student Concerns, Complaints, and Grievances
- JLCD, Administering Medications to Students
- JLCD-R, Administering Medications to Students
- JLDAC, Screening/Testing of Students and Treatment of Mental Disorders
- JS, Student Use of Technology
- KEC, Public Concerns/Complaints about Instructional Materials and Library Resources
- KFA, Public Conduct on District Property

There was no discussion for the first reading of these policies.

CONSENT AGENDA

A. Personnel Action Report

Mrs. Kati Jess made a motion to approve the Personnel Action Report as presented. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 0; "ABSENT" 1. Motion carried.

B. Claims and Accounts

Mrs. Mindy Smith made a motion to approve the June 2025 Check Summary as presented. Mrs. seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 0; "ABSENT" 1. Motion carried.

C. Approval of Consent Agenda

No additional action was required on the Consent Agenda.

ACTION ITEMS

A. Consideration to Approve the Coordinated Election with Morgan County

Mrs. Kati Jess made a motion to approve the 2025 Coordinated Election with Morgan County. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 0; "ABSENT" 1. Motion carried.

B. Consideration to Approve the Call for Nominations for School Board Directors

Mrs. Cindy Brown made a motion to approve the Call for Nominations for School Board Directors. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 0; "ABSENT" 1. Motion carried.

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

Mrs. Cindy Brown made a motion to rescind the previous approval of the Addendum to Superintendent's Contract that was approved on May 5, 2025. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 0; "ABSENT" 1. Motion carried.

D. Consideration to Approve the Differentiated Stipend Proposal for the Special Education Coordinator

Mr. John Prouty made a motion to approve the differentiated stipend proposal of $5,500 for the position of Special Education Coordinator. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 0; "ABSENT" 1. Motion carried.

E. Consideration to Approve the 2025-2026 Course Description and Planning Guide for Lincoln High School

Mrs. Kati Jess made a motion to approve the 2025-2026 Course Description and Planning Guide for Lincoln High School. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 0; "ABSENT" 1. Motion carried.

F. Consideration to Approve the 2025-2026 Lincoln High School Handbook

Mr. John Prouty made a motion to approve the 2025-2026 Lincoln High School Handbook. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 0; "ABSENT" 1. Motion carried.

G. Consideration to Approve the Donation of $700 from White Tigers Taekwondo to Morgan County School District Re-3

Mrs. Kati Jess made a motion to approve the donation of $700 from White Tigers Taekwondo to Morgan County School District Re-3. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 0; "ABSENT" 1. Motion carried.

ADVANCED PLANNING

A. The 2025 CASE Conference is July 23-25, 2025. The conference is in Breckenridge, Colorado.
B. The 2025-2026 Beginning of the School Year Schedule is attached.
C. The upcoming CASB Regional Meeting will be held at the District Support Center on Tuesday, August 13, 2025. The meeting is from 4:30 – 7:30 p.m.
D. The next Board of Education Meeting is August 18, 2025.
E. The first day of the 2025-2026 school year is Tuesday, August 12, 2025.

ADJOURNMENT

The regular meeting adjourned at 7:25 p.m.

Respectfully submitted,

Kati Jess, Board Secretary

Nancy Hopper, Board President

/bbm

School Wellness

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

Goals

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

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

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

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

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

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

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

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

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

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

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

Implementation and R~~r~~eview

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

- Monitor the implementation of this policy,
- Evaluate the D~~d~~istrict's progress on ~~this~~ policy~~'s~~ goals,

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

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

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

Reporting and R~~r~~ecordkeeping

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

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

Adopted April 17, 2006
Revised July 13, 2009; September 19, 2011; June 19, 2017; October 2018; TBD

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

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

Student Wellness

Comprehensive Learning Environment

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

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

Nutrition

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

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

1. Morning bus routes will be scheduled to allow students to arrive at school in time to eat breakfast. ~~Provide food options such as fruits, vegetables, whole grains and dairy products that are low in fat, calories, and added sugars.~~

2. The healthiest choices, such as salads and fruit, will be prominently displayed in the cafeterias to encourage students to make healthy choices. ~~Require all students have access to fresh fruits and vegetables throughout the school day.~~

3. Require all students have access to healthy~~ful~~ food choices in appropriate portion sizes throughout the school day, including healthy~~ful~~ meals in the school cafeteria with at least 20 minutes to eat lunch ~~an adequate time to eat~~; healthy~~ful~~ items in

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

4. Accessible information to students and their parents/guardians concerning the nutritional content of foods and beverages sold ~~by~~ or available to students, as well as the nutritional content of competitive foods sold or available on school district property.

5. All schools will provide breakfast through the USDA School Breakfast Program. ~~Implement school breakfast programs and/or consider expanding breakfast programs by offering convenient and attractive meal options.~~

6. It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the District will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards. ~~Encourage adherence to single-portion sizes as defined by the USDA Food Guide Pyramid.~~

7. Non-food rewards, incentives, and fundraisers will be encouraged. ~~Comply with governmental regulations regarding access to vending machines, school stores, and other venues during the times for school breakfast and lunch programs.~~

8. Marketing on the school campus will be limited to those products that are allowed to be sold according to the District's nutrition standards. ~~Encourage nonfood fundraisers such as flowers, giftwrap and sporting events.~~

9. Marketing shall encourage participation in school meal programs. ~~Require all students have access to a school facility with a sufficient number of functioning water fountains in accordance with local building codes, or other means to provide students with sufficient water.~~

10. All school nutrition program directors, managers, and staff will meet hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

11. Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12).

12. School meals will include fresh, locally grown foods.

13. The nutrition education curriculum will use available local resources as teaching tools (examples: Farm Box, school gardens, local field trips, etc).

14. All snacks made available to students during before and after school programs will meet the same nutrition standards as foods sold during the school day.

15. Students and staff will have access to free, safe, and fresh drinking water throughout the school day.

Physical Activity

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

1. Educate students about the health benefits of physical activity by integrating it, as appropriate, into areas other than physical education.

2. Encourage health-related physical assessments into the physical education curriculum as an evaluation tool.

3. A requirement that all students have access to age-appropriate daily physical activity.

4. Schools shall provide at least 20 minutes of active daily recess to all elementary school students.

5. Include moderate or vigorous physical activity in physical education classes.

6. Assure safe and adequate equipment, facilities, and resources for the full implementation of physical education classes in a pre-kindergarten through twelfth grade curriculum, which is aligned to state physical education standards and will undergo a periodic review cycle congruent to other academic subjects.

7. Physical education for grades K-12 is required to be taught by a licensed teacher who is endorsed to teach physical education.

8. The District shall provide all physical education teachers with annual professional development opportunities that are focused on physical education/physical activity topics and competencies specifically for physical education teachers.

9. Schools are encouraged to partner with local government and community-based agencies to support active transport to school to implement a comprehensive active transport program (i.e. Safe Routes to School Program).

10. The District will develop joint-use agreements with community partners in order to provide expanded physical activity opportunities for all students and community members.

11. Encourage coaches to get appropriate training and/or certification similar to or exceeding that recommended by the Colorado High School Activities Association.

~~1. To the greatest extent feasible, the marketing of food and beverage products on the exterior of vending machines and through posters, menu boards and other~~

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

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

Social Emotional Learning

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

1. School staff members shall be encouraged to model healthy eating and physical activity behaviors.

2. Employee wellness programs will be offered throughout the year at the District level to support the wellbeing of all District employees.

3. Teachers may use non-food alternatives as rewards. For example, staff is encouraged to use physical activity as a reward, such as extra recess when time allows. Physical activity may not be used as a punishment.

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

Revised to conform with practice: date of manual adoption
Revised TBD

File: GDQCB – E - 1

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

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

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

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

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

1. Term. The District hereby employs the Employee for a term of up to one school year, commencing **DATE** and ending no later than [**June 30th or DATE**]. This Contract is not automatically renewable, and absent termination of employment, this Contract expires at the end of the school year for which it is issued.

2. Status. The Employee and the District understand and agree that, notwithstanding any other provision of this Contract and except to the extent provided otherwise by District Board of Education policy or Colorado law, the Employee is an at-will employee of the District and may be terminated by the District or the Employee at any time, with or without cause or notice. In all respects permitted by law, the terms and conditions of employment established by this Contract are subject to change at the sole discretion of the District, including its Superintendent or their designee, with or without notice. Nothing in this Contract is intended to confer or grant any right to or expectation of continued employment.

3. Position and Working Days. The Employee shall be employed under this Contract as a/an (select one):

   ☐ Administrator;

   ☐ Certified Teacher; or

   ☐ Classified Staff: (specify) _____.

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

☐ One hundred and ten (110) days per calendar year (or seven hundred twenty (720) hours per calendar year if working four (4) hours or less per day);

☐ One hundred and forty (140) days per calendar year (or nine hundred sixteen (916) hours per calendar year if working four (4) hours or less per day); or

☐ No limit.

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

4. Assignment. Assignment to work will be made by the Superintendent or their designee, subject to any applicable provisions of Board Policy, collective bargaining agreement, and Colorado law. The Employee shall perform such duties and services as may lawfully be required, including substitute teaching. Acceptance of this Contract is not to be construed as a guarantee of a continuing assignment to any particular school and/or position. Grant positions are contingent upon funding availability.

5. Performance. The Employee shall devote their full time to the duties of the position for their contracted days and any other period of time specified in District policy and any applicable collective bargaining agreement. The Employee shall not accept any outside employment or engage in any enterprise or endeavor which would in any way interfere with or detract from the full performance of their duties. Absence of the Employee from their assignment for five (5) consecutive working days, without the approval of the Superintendent or their designee, for any reason other than illness, may be construed by the District as an irrevocable abandonment of employment.

6. Salary and Benefits. For services rendered by the Employee pursuant to this Contract, the District agrees to pay the Employee an annualized salary payable in monthly installments. The annual salary shall be calculated based on the Employee's placement on the District's applicable salary schedule, consistent with Board of Education Policy GDQCB and any applicable collective bargaining agreement. The Employee acknowledges and agrees that deductions required or permitted by law or District policy or procedures shall be deducted by the District from the Employee's monthly salary or as otherwise applicable. The Employee's salary may be adjusted by the

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

7. Payments. The parties acknowledge that, on occasion, the District may overpay or underpay the Employee the compensation which is due the Employee. If the Employee believes they have been underpaid, they must provide the District with written notification of the underpayment within thirty (30) days of the date of said underpayment. If, upon timely notice, the District verifies the accuracy of the underpayment, it shall pay the Employee the amount owing to them at the next regular pay period. Within thirty (30) days of the Employee's receipt of written notification from the District that the District has overpaid the Employee, the Employee shall repay the amount owing to the District. If the Employee fails to repay the District, the District shall have the right to withhold the amount due the District from any monies which the District owes the Employee.

8. Extra Duties and Assignments. If the Employee has performed or has been assigned extra duties or assignments for which they received a stipend, the Employee may not resign or refuse to continue to perform such duty or assignment without the consent of the District. In the event of such refusal or resignation without the consent of the District, it is understood that the District may terminate this Contract. The parties hereto recognize that the District shall have the right and authority to make the assignments for extra duties and responsibilities which are subject to stipend and that the Employee shall have no continued expectation of any such extra duty or assignment.

9. Special Provisions for Teachers. If the Employee is a teacher, as defined in § 22-63-103(11), C.R.S, the following special provisions shall apply. The Employee's assignment to work shall be made only with the consent of the hiring principal and such school input as may be required by Colorado law. The Employee may be expected not to terminate this Contract or otherwise abandon their employment without the agreement of the District unless after the beginning of the academic year the Employee has given at least thirty (30) days written notice to the District to the effect that they wish to be relieved of this Contract for the remainder of the year as of a certain date. The Employee agrees to pay damages to the District, and the District may collect or withhold damages from compensation due or payable to the Employee in an amount up to and including one-twelfth (1/12) of the annual salary specified herein (but in no event to exceed ordinary and necessary expenses incurred by the District to secure the services of a suitable replacement), with such damages being assessed against the Employee from compensation due or payable to the Employee, if

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

10. Governing Law. This contract is subject to and shall be construed in accordance with the laws of the State of Colorado. If it is found that a specific clause of this Contract is illegal or unenforceable under applicable law, the remainder of the Contract shall be unaffected and continue in force and effect.

11. Compliance. The Employee will perform their duties as may be required by law and the policies of the District as they now exist or as they may be amended, and to abide by and maintain the rules and regulations and directions adopted or to be adopted by the Board of Education of the District. The Employee also shall comply with the requirements and lawful directives of all superior administrative officers, as well as any applicable collective bargaining agreement. The Employee shall read, understand, and be presumed to know the contents of all such laws, policies, and agreements.

12. Conditions. Formation of this Contract is expressly conditioned upon: its execution by the Parties; verification by the District to its satisfaction of the Employee's credentials, years of experience, employment references, and criminal background clearance; and formal approval by the District's Board of Education. The Employee must as a condition of employment hold and maintain all lawfully mandated credentials, including a license or letter of authorization issued by the Colorado Department of Education, to qualify for the position in which the Employee is employed. The failure to do so qualifies as a material breach of this Contract, and any compensation paid to the Employee from the time of such licensure / authorization lapse shall be returned by the Employee to the District.

13. Signing. This Contract may be signed electronically. An electronic copy which collectively contains the signature and acknowledgment of all parties shall be deemed to constitute a complete original. Facsimile copies and photocopies of signatures by the Parties shall be deemed for all purposes to constitute original signatures. If the Employee does not accept the terms of this Contract by signing and returning it to the District Office of Human Resources within thirty (30) days of the date the Contract was tendered to them, the District shall deem the Contract not accepted and is authorized to open the position to other candidates, unless the District and the Employee have reached an alternative agreement.

14. No Waiver. No assent, expressed or implied, by the District to any breach of any

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

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

16. Other (Not applicable if blank):

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

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

_____ _____
Employee Date

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

By: _____ _____
ATTEST: President Date

_____
Secretary

Revised March 18, 2024; TBD

District Personnel Performance Evaluation Council
(By-laws)

ARTICLE I: Function of council

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

ARTICLE II: Membership

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

ARTICLE III: Expectations of membership

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

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

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

D. **Expectations of the superintendent**
   Provide overall leadership to the council on developing and implementing a district certificated staff evaluation plan.

E. **Expectation of the Board representative**
   1. Attend all meetings
   2. Serve as liaison between the council and the Board of Education

ARTICLE IV: Selection procedures

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

ARTICLE V: Length of Term

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

ARTICLE VI: Officers/agendas

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

ARTICLE VII: Minutes

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

ARTICLE VIII: Meetings

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

ARTICLE IX: Amendments

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

Revised August 1983; October 1995

Preschool Council

Membership

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

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

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

Officers

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

Duties

In accordance with law, the council will:

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

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

Meetings

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

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

Approved October 1995

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

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

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

Nondiscrimination/Equal Opportunity

The District is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. It is critical to this commitment that anyone who may have experienced discrimination or harassment in the context of the District's educational programs, activities, or employment can report their concerns without fear of retaliation.

This policy AC and the implementing regulations are designed to foster a climate that provides preventative measures and encourages the reporting of discrimination and harassment and related retaliation. The District administrators will engage in prevention efforts, train the school community, respond to all complaints promptly, provide supportive measures, and develop fair and equitable processes to investigate and address complaints of discrimination and harassment, and related retaliation, and ensure all parties are treated fairly and impartially.

This policy defines prohibited conduct and guides individuals to the specific regulation governing the applicable reporting and response processes. Complaints of harassment or discrimination against a student should be made pursuant to AC-R-1. Complaints of harassment and discrimination against applicants, employees or community members should be made pursuant to AC-R-2. Complaints of bullying against a student based on their membership in a protected class should be made under AC-R-1. Complaints under Title IX should be made under AC-R-3. Supportive measures and prompt response times are required components of all regulations.

Definitions

- **"Bullying"** is any written or oral expression, physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental or emotional harm to another. Bullying is student-on-student behavior. The following policy has more details on the definition of bullying, the prevention process, and the reporting process:

    - Policy JICDE*, Bullying Prevention and Education

    If the bullying is based on a student's protected class, the behavior may constitute discrimination or harassment. Bullying based on a student's protected class should be addressed through the following regulation:

    - Regulation AC-R-1

- **"Protected Classes"** include race, color, gender, sex, sexual orientation, gender identity or expression, transgender status, religion, national origin, immigration/citizenship status,

ancestry, age, pregnancy, marital status, veteran status, disability, family composition and genetic information of an employee or applicant for employment.

For purposes of this policy and the implementing regulations:

- **"Race"** includes hair texture, hair type, hair length, or a protective hairstyle, such as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, afros, and headwraps, that is commonly or historically associated with race.

- **"Sexual Orientation"** means an individual's identity (or another person's perception of their identity), in relation to the gender(s) to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction.

- **"Gender Expression"** means an individual's way of reflecting and expressing gender to the outside world, typically demonstrated through appearance, dress, and behavior.

- **"Gender Identity"** means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth.

- **"Harassment"** is any unwelcome, physical or verbal conduct or any written, graphic, or visual communication directed at a student, employee, applicant, or member of the public based on their protected class that is objectively offensive to a reasonable individual who is a member of the same protected class, that also:
-
  - for a student, is either made a term or condition of access to educational services, is used or threatened to be used as a basis for educational decisions affecting the student, interferes with a student's ability to participate in the District's educational services, or creates an intimidating, hostile, or offensive educational environment;

  - for an applicant or an employee, is subjectively offensive to the individual alleging harassment, is made a term or condition of employment, is used as a basis for employment decisions affecting the individual, unreasonably interferes with the individual's work performance, or creates an intimidating, hostile, or offensive working environment;

  - for a member of the community, is subjectively offensive to the individual alleging harassment, and unreasonably interferes with a community member's ability to participate in the District's services, activities, or opportunities.

  Whether conduct constitutes harassment depends on a number of factors, including, but not limited to:

  - the type, frequency, and duration of the conduct;
  - the number of individuals involved and their relationships;
  - the age and education level of individuals involved;

- the location and context in which the conduct occurred;
- whether the conduct is threatening or any real or perceived power differential exists;
- any use of stereotypes, epithets, slurs, or degrading conduct or communication;
- whether the conduct includes an act of physical violence;
- the effect on the complainant's education or employment, if applicable.

- **"Discrimination"** occurs when a student or community member is denied or limited in the ability to participate in or benefit from the District's services, activities, or opportunities on the basis of their protected class. Discrimination also occurs when the District fails or refuses to hire an employee, discharges an employee, or otherwise treats an employee differently with respect to compensation, terms, conditions, privileges, opportunities, or status on the basis of their protected class. Harassment of a student, employee, or community member is a form of discrimination.

  The following regulations have more details on harassment and discrimination and the related complaint process:

  - AC-R-1 Harassment and Discrimination Investigation Procedure for Students
  - AC-R-2 Harassment and Discrimination Investigation Procedure for Employees, Applicants for Employment and Members of the Public
  - AC-R-3 Sexual ~~-Based~~ Harassment Investigation Procedures under Title IX

- **"Retaliation"** is intimidating, threatening, coercing, or discriminating against an individual who has reported an incident of harassment, discrimination, or bullying. Retaliation includes charges against a student for code of conduct violations related to the incident for the purpose of punishing a student for making a report or otherwise interfering with a student's rights under this policy.

- **"Sexual ~~-Based~~ Harassment"** under Title IX is conduct on the basis of sex that could include unwelcome sexual advances, requests for sexual favors, or other unwelcome physical or verbal conduct or communication of a sexual nature. Because Title IX's definition of sexual ~~-based~~ harassment is a federal standard, the definitions and procedures differ slightly from sexual ~~-based~~ harassment under state law. More information on sexual ~~-based~~ harassment can be found in the following policies and regulation:

  - Policy GBAA, Sexual ~~-Based~~ Harassment [for Staff]
  - Policy JBB, Sexual ~~-Based~~ Harassment [for Students]
  - Regulation AC-R-3, Sexual ~~-Based~~ Harassment Investigation Procedures under Title IX

- **"Respondent"** means a student or employee who has been reported to have engaged in conduct that could constitute harassment.

- **"Complainant"** means a student, employee, or community member alleged to have experienced discrimination or harassment. A complainant may or may not be the reporting party.

- **"Reporting Party"** means a person who raises a concern or allegation of discrimination or harassment on behalf of a complainant with the compliance officer. Any District student, employee, or community member may be a reporting party.

- **"Compliance Officer"** means the District employee who is responsible for coordinating and overseeing the District's discrimination and harassment prevention and response efforts. Among other responsibilities, the compliance officer will coordinate and oversee the District's discrimination and harassment investigation, consultation, recordkeeping, monitoring, and training processes. To facilitate this work, all District employees must inform the compliance officer of all reports and complaints raising discrimination and harassment issues implicating this policy. The compliance officer may appoint a designee to perform any of their assigned duties, including performing the investigation and issuing the report.

- **"Supportive Measures"** are individualized services to restore or preserve equal access to education, protect student and employee safety, or deter harassment and discrimination. Supportive measures may be provided regardless of whether a complaint has been filed. Supportive measures may include, but are not limited to:

    - Counseling;
    - extensions of deadlines or other course-related adjustments;
    - extra time for homework or tests;
    - the opportunity to resubmit homework or retake a test;
    - remedying an impacted grade;
    - excused absences;
    - the opportunity for home instruction;
    - modifications to class schedules; and
    - restrictions on contact between the parties to a complaint of harassment or discrimination.

- **"Title IX Coordinator"** means the employee designated by the District to coordinate its efforts to comply with Title IX of the Education Amendments and the District's Title IX program.

    - Title IX Coordinator:
      Assistant Superintendent of Human Resources
      Morgan County School District Re-3
      715 West Platte Avenue
      Fort Morgan, Colorado 80701
      hr@fortmorgank12.com

Harassment, Discrimination, and Retaliation Prohibited

Discrimination, harassment, and bullying on the basis of protected class are prohibited at any District school, at any District or school-sanctioned activity or event, on any District property (or off school property when such conduct has a connection to the school), or any District curricular or non-curricular activity or event. Retaliation for reporting harassment or for participating in any way in an investigation of harassment or discrimination is also prohibited.

District Action

The District encourages anyone - students, parents and family members, volunteers, educators, or staff members - who witness bullying, harassment, discrimination, or retaliation to report the conduct by making a complaint in accordance with the appropriate regulation. All school staff who witness or receive complaints of harassment or discrimination are required to promptly share any such complaints with the compliance officer.

The District will take appropriate action to promptly and impartially investigate allegations of discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior, and to prevent retaliation against the individual who files the complaint and/or any person who participates in the investigation. When appropriate, the District will take additional action during the investigation to protect against further discrimination, harassment, or retaliation.

To the extent possible, all complaints of discrimination and harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation may be subject to discipline, up to and including suspension/expulsion for students and termination of employment for employees. No student, employee, or member of the public may be subject to adverse treatment in retaliation for any good faith complaint of harassment or discrimination under this policy.

Upon determining that incidents of discrimination or harassment are occurring in particular District settings or activities, the District will implement measures designed to stop the discrimination or harassment and otherwise remedy the problem in those areas or activities.

Any student or employee who engages in discrimination or harassment will be disciplined according to applicable Board policies and the District will take reasonable action to restore lost educational or employment opportunities to the complainant(s) and others impacted.

The compliance officer will refer any potential criminal charges to law enforcement.

Notice and Training

The District will issue a written notice prior to the beginning of each school year that advises students, parents, employees, and the general public that the educational programs, activities, and employment opportunities offered by the District are offered without regard to disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, marital status, national origin, religion, ancestry, or need for special education services. With respect to employment practices, the written notice will prohibit discrimination on the basis of age, genetic information, and conditions related to pregnancy or childbirth.

The announcement will also include the name, address, email address, and telephone number of the person(s) designated to coordinate Title IX, Section 504, and ADA compliance activities. Where possible, the notice will be disseminated to persons with limited English language skills in the person's own language. It will also be made accessible to persons who are visually or hearing impaired.

This policy and the implementing regulations, which include the complaint process, must be prominently posted on the District's website in plain language, and made available to all students, parents, and staff through electronic or hard-copy distribution. Training materials regarding sex-based discrimination and sexual ~~based~~ harassment are available to the public on the District's website.

Students and District employees will receive periodic training related to recognizing, reporting and preventing discrimination and harassment. District employees must receive additional training related to handling reports of discrimination and harassment.

The training will comply with Colorado state law and will include, but not be limited to, instruction on the following:

- Recognizing harassment or discrimination, including indicators of grooming and child sexual abuse;
- The appropriate immediate response when harassment or discrimination is reported to or witnessed by an employee;
- Reporting harassment or discrimination to the public school or school district.

NOTE 1: SB23-296 requires that the policy and/or procedures protecting students from harassment must be made available in the following ways:

- *displayed prominently on the district's website*
- *annually distributed electronically and separately from any other document to:*
  - *parents and guardians of all students*
  - *separately to students who are in sixth through twelfth grade*
- *provided via physical copy to each incoming student and their parent/guardian upon request*
- *annually distributed to employees*

All policies distributed to parents/guardians or students must be available in Spanish upon request. State law also requires the policy posted on the district's website be in English, but specifies that the policy may also be posted in Spanish. C.R.S. 22-1-143

Additionally, each public school is required to post notices in multiple places in the school, written in simple and age-appropriate language, describing how and to whom a student can report harassment or discrimination to the school. The notices must be conspicuously posted in easily accessible and well-lit places customarily frequented by students and employees. Bathroom stalls or hallways could be appropriate places to post notices.

In compliance with C.R.S. 22-1-143, the above requirements apply to student-focused policies – Policy AC and AC-R-1. However, the district may also choose to make AC-R-2 available to staff in the same manner.

NOTE 2: Although reports of harassment or discrimination are required to be confidential, districts are not prohibited from reporting known or suspected child abuse or neglect or reporting any other criminal activity to law enforcement, and are also not prohibited from

providing records to law enforcement for the investigation or prosecution of a crime. C.R.S. 22-1-143(2)(b)

Adopted August 1994
Revised February 2000; March 2010; August 2016; October 2018; July 17, 2020; September 30, 2021; February 28, 2022; August 12, 2024; TBD

LEGAL REFS.:
20 U.S.C. 1681 *(Title VII, Education Amendments of 1972)*
20 U.S.C. 1701-1758 *(Equal Employment Opportunity Act of 1972)*
29 U.S.C. 621 *et seq. (Age Discrimination in Employment Act of 1967)*
29 U.S.C. 701 *et seq. (Section 504 of the Rehabilitation Act of 1973)*
42 U.S.C. 12101 *et seq. (Title II of the Americans with Disabilities Act)*
42 U.S.C. 2000d *(Title VI of the Civil Rights Act of 1964, as amended in 1972)*
42 U.S.C. 2000e *(Title VII of the Civil Rights Act of 1964)*
42 U.S.C. 2000ff *et seq. (Genetic Information Nondiscrimination Act of 2008)*
34 C.F.R. Part 100 through Part 110 *(civil rights regulations)*
C.R.S. 2-4-401 (3.4) *(definition of gender expression)*
C.R.S. 2-4-401 (3.5) *(definition of gender identity)*
C.R.S. 2-4-401 (13.5) *(definition of sexual orientation)*
C.R.S. 18-9-121 *(bias-motivated crimes)*
C.R.S. 22-1-143 (*definition of harassment or discrimination)*
C.R.S. 22-32-109 (1)(ll) *(Board duty to adopt written policies prohibiting discrimination)*
C.R.S. 22-32-110 (1)(k) *(definition of racial or ethnic background includes hair texture, definition of protective hairstyle)*
C.R.S. 24-34-301 *et seq. (Colorado Civil Rights Division)*
C.R.S. 24-34-301 (3.3) *(definition of gender expression)*
C.R.S. 24-34-301 (3.5) *(definition of gender identity)*
C.R.S. 24-34-301 (7) *(definition of sexual orientation))*
C.R.S. 24-34-402 *et seq. (discriminatory or unfair employment practices)*
C.R.S. 24-34-402(1.3)(a) (*definition of "harass" or "harassment")*
C.R.S. 24-34-402.3 *(discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)*
C.R.S. 24-34-601 *(unlawful discrimination in places of public accommodation)*
C.R.S. 24-34-602 *(penalty and civil liability for unlawful discrimination)*

CROSS REFS.:
GBA, Open Hiring/Equal Employment Opportunity
GBAA, Sexual Harassment
JB, Equal Educational Opportunities
JBB*, Sex-Based Harassment

Nondiscrimination/Equal Opportunity

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, Morgan County School District Re-3 does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, family composition, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law. Harassment, if it rises to the level described in state law, in a prohibited form of discrimination.

Complaint procedures have been established for students, parents, employees, and members of the public as follows:

- Policy AC-R-1: Students
- Policy AC-R-2: Employees, Applicants for Employment and Members of the Public
- Policy AC-R-3: Sexual ~~-Based~~ Harassment (Title IX)

The following person(s) have been identified as the compliance officer for the District:

Superintendent of Schools
Morgan County School District Re-3
715 West Platte Avenue
Fort Morgan, CO 80701
(970) 867-5633 X 48110
superintendent@fortmorgank12.com

Title IX Coordinator
Assistant Superintendent of Human Resources
Morgan County School District Re-3
715 West Platte Avenue
Fort Morgan, CO 80701
(970) 867-5633 X 48120
hr@fortmorgank12.com

Outside Agencies

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex/gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 950 17th Ave., Suite 300, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 825, Denver, CO 80202.

Approved March 2000
Revised November 1, 2010; August 2016; October 2018; July 17, 2020; August 15, 2022; August 12, 2024; TBD

Nondiscrimination/Equal Opportunity
(Complaint Form)

Date: _____

Name of complainant: _____

School: _____

Address: _____

Phone: _____

☐ Please check here for allegations of sexual ~~-based~~ discrimination and/or sex-based harassment. (Note: Investigator will use investigation procedures consistent with allegations of sex-based discrimination and/or sexual ~~-based~~ harassment).

Summary of alleged discrimination or harassment:

_____

_____

_____

Name(s) of individual(s) allegedly engaging in prohibited conduct:

_____

_____

Date(s) alleged discrimination occurred: _____

_____

Name(s) of witness(es) to alleged conduct: _____

_____

If others are affected by the possible discrimination or harassment, please give their names:

_____

_____

Your suggestions regarding resolving the complaint: _____

_____

Please describe any corrective action you wish to see taken with regard to the alleged discrimination or harassment. You may also provide other information relevant to this complaint.

Printed Name of Complainant

Signature of Complainant | Date

Printed Name of Person Receiving Complaint

Signature of Person Receiving Complaint | Date

Approved November 1, 2010
Revised July 17, 2020; August 12, 2024; TBD

NOTE: Colorado school districts are required by law to adopt a regulation on this subject, some content in this sample reflects legal requirements school districts must follow. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

NOTE: State law requires districts to make a good faith effort to complete an investigation into discrimination and harassment within sixty days after receiving a report. C.R.S. 22-1-143(2)(d)(I). There is a possible thirty-day extension for good cause with prior written notice of the reasons for the delay, or at the request of a law enforcement agency. Based on the sixty day requirement, this sample policy includes suggested timelines for completion of various parts of the investigation. Districts may deviate from CASB's recommendations, but should make sure that their policy's timeline does not exceed 60 days.

NOTE: The district must select a compliance officer who is responsible for a variety of discrimination and harassment compliance tasks. The district may choose (i) a district employee, or (ii) the superintendent to be the compliance officer.

Harassment and Discrimination Investigation Procedures for Students

The District prohibits discrimination against any District student. It is a violation of policy for any student or staff member to harass students, or to retaliate against those who report harassment or discrimination or those who participate in a harassment investigation. For the purposes of this regulation, **"harassment"** is unwelcome conduct or communication directed at a student based on their protected class, as described in Policy AC, that is objectively offensive to a reasonable individual who is a member of the same protected class. The conduct or communication must meet at least one of the following: (i) submission to the conduct or communication is made a term or condition of access to educational services, (ii) submission to, objection to, or rejection of the conduct or communication is used or threatened to be used as a basis for educational decisions affecting the student; or (iii) the conduct or communication interferes with a student's ability to participate in the District's educational services, or creates an intimidating, hostile, or offensive educational environment.

Harassment under Colorado law also includes the knowing or intentional use of a name other than a student's chosen name, or the refusal to use a student's chosen name. (See Policy ACA.)

The District has adopted the below grievance procedures to encourage reporting and ensure that the investigation and resolution of complaints of harassment and discrimination against students are fair, impartial, and prompt.

Allegations of sexual ~~-based~~ discrimination or sex-based harassment arising under Title IX must follow the procedures specifically outlined in Policy AC-R-3.

Investigation Process

Throughout the investigation, the District will keep information related to the investigation confidential to the extent possible. The investigation will be fair, impartial, and prompt. The

District will make a good faith effort to complete an investigation within sixty days after the complaint, with an additional thirty-day extension possible for good cause. The compliance officer will attempt to adhere to all timelines. If the compliance officer needs more time with regard to any aspect of the investigation, they will notify the parties in writing as to the reason for the extension.

Promptly after receiving a complaint, the compliance officer will offer the complainant and respondent supportive measures and inform the parties that they may request additional supportive measures throughout the investigation by contacting the compliance officer. If a student with a disability is a party, the compliance officer will collaborate with the student's 504/IEP team to determine appropriate supportive measures and will discuss these options with the student. Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; extra time for homework or tests; the opportunity to resubmit homework or retake a test; remedying an impacted grade; excused absences; the opportunity for home instruction; modifications to class schedules; and restrictions on contact between the parties to a report of harassment or discrimination.

During the investigation, all parties will be treated equitably and will be provided with equal opportunity to present evidence. Any questions that arise during the investigation should be directed to or forwarded to the compliance officer. The compliance officer will provide regular written updates about the status of the investigation to both parties and their parents/legal guardians at the end of each stage of the investigation, but at least every fifteen business days.

1. **Making a Complaint**

   Any person who witnesses or experiences bullying on the basis of protected class, harassment, discrimination, or retaliation against students are encouraged to report the conduct to school staff by making a complaint with the District's compliance officer.

   Any staff member who receives information about an incident or who witnesses harassment, discrimination, or retaliation must report the incident to the compliance officer.

   Complaints may be made by phone, by email, in person, or through an online form and should include a detailed description of the alleged event(s), the date(s) the alleged event(s) occurred, and name(s) of the party/parties involved, including any witnesses. The complaint should be made as soon as possible after the incident.

   - **Compliance Officer:**
     Superintendent of Schools
     Morgan County School District Re-3
     715 West Platte Avenue
     Fort Morgan, Colorado 80701
     superintendent@fortmorgank12.com

   - **Complaint Form Link:** www.fortmorgank12.com

No person can serve as the compliance officer in a matter in which they have a bias or conflict of interest with regard to the parties and/or the underlying conduct, or if they are alleged to have participated in prohibited conduct. If the compliance officer is alleged to have participated in prohibited conduct, complaints may be made to the following District employee.

- **Assistant Superintendent of Human Resources**
  Morgan County School District Re-3
  715 West Platte Avenue
  Fort Morgan, Colorado 80701
  hr@fortmorgank12.com

Retaliation against the complainant, respondent, or any person who filed a complaint or participated in an investigation is prohibited. Individuals found to have engaged in retaliatory behavior will be subject to disciplinary measures.

2. Evaluation by Compliance Officer

The compliance officer will review the complaint to determine whether the alleged conduct constitutes harassment or discrimination. The compliance officer will refer the matter back to the building principal or appropriate administrative department if the conduct alleged does not implicate a protected class or otherwise fit the characteristics of harassment or discrimination.

The compliance officer will refer any potential criminal charges to law enforcement. Upon the request of law enforcement, the compliance officer will delay action on a complaint for a reasonable amount of time to allow law enforcement to investigate the matter and will notify the parties of the delay. The compliance officer will not rely solely on a criminal investigation by a law enforcement agency in lieu of responding to a report of harassment or discrimination but may consider any evidence shared by law enforcement in making any determinations.

The compliance officer may assign any or all aspects of the investigation to a qualified alternate for any reason, including conflict of interest, bias concerns and/or insufficient capacity due to other matters.

As used in this regulation, the term "compliance officer" refers to the compliance officer or their designee.

3. Initial Meetings with the Parties

The following details actions to be taken by the compliance officer upon the determination that the underlying allegations, if proved to be true, constitute harassment or discrimination.

a. *Initial meeting with Reporting Party, if any, and Complainant:* Within five school days following receipt of the complaint, the compliance officer will meet with the complainant and any reporting party and their parents or guardians.

The purpose of the initial meeting is for the compliance officer to:

i. provide the complainant with the information detailed in paragraph (c) below; and
ii. collect any additional information necessary to complete the complaint and determine whether the allegations, if proven to be true, constitute prohibited discrimination or harassment.

If the compliance officer determines there is no merit to the allegations, the compliance officer may dismiss the complaint and will notify the complainant in writing. If the complaint is dismissed at this stage, the compliance officer may meet with the respondent to advise them of the allegations and offer supportive measures.

If the complainant does not want to proceed with the next steps of the investigation, the compliance officer may elect to proceed with the investigation if necessary to stop any harassment or discrimination and otherwise ensure the safety of the school environment.

b. *Initial Meeting with Respondent:* As soon as possible after meeting with the complainant and any reporting party, the compliance officer will meet with the respondent and, if this individual is a student, their parents/guardians, in order to obtain a response to the complaint. At the initial meeting, the compliance officer will advise the respondent as to the allegations against them and give the respondent a chance to respond to those allegations.

c. *Information Provided at the Initial Meetings*: The compliance officer will provide to both the complainant and respondent the same basic information, including:

i. available supportive measures;
ii. copies of Board Policy AC and this regulation;
iii. timeline for the investigation process and the District's legal obligations;
iv. the possibility of resolving the complaint informally upon agreement of all parties;
v. that the information collected is confidential, so long as confidentiality does not prevent the District from responding effectively to prohibited conduct and preventing future prohibited conduct;
vi. all parties have a right to have an advisor present during all stages of the investigation; and
vii. parties will be granted excused absences for any therapy, medical, legal, or victim's services appointment associated with the report.

4. Informal Complaint Resolution

When the compliance officer deems it appropriate, an informal resolution process may be instituted. Informal resolution is not appropriate in all circumstances. It may only be used if both parties are students and both parties agree, with agreement voluntary, non-

coerced, and documented in writing. Informal resolution may not be used if the underlying offense involves sexual assault or other act of violence. No party will be forced to participate in informal resolution and either party may request an end to an informal process at any time.

If both parties feel a resolution has been achieved through informal resolution, no further action need be taken to resolve the complaint. However, within [*six* - *seven*] school days following the conclusion of the informal resolution process, the compliance officer must prepare a written report for the parties detailing the process and any agreed upon corrective or restorative measures provided, including any steps the District will take to prevent future discrimination or harassment. A copy of the report will be shared with the Board of Education.

5. Formal Complaint Resolution

If informal resolution is inappropriate, unavailable, or unsuccessful, the compliance officer will engage in formal complaint resolution.

a. *Collect Evidence*: The compliance officer will collect evidence. Evidence may be collected by interviews with parties and witnesses, reviewing any available physical or documentary information, requesting written statements, or other appropriate methods at the compliance officer's discretion. Evidence may include but is not limited to: evidence about the credibility of the parties involved; evidence about whether the respondent has engaged in other incidents of misconduct; evidence of the complainant and respondent's respective reactions or changes in behavior following the incident; and evidence regarding whether the complainant took action to protest the conduct.

b. *Determination*: No later than fifty school days following receipt of the complaint, the compliance officer must prepare a written report which determines whether discrimination or harassment occurred. The compliance officer will apply the preponderance of the evidence standard, which means that it is more likely than not that the conduct occurred. In making this decision, all relevant circumstances must be considered by the compliance officer, including:

   i. the degree to which the conduct affected the complainant's ability to participate in or benefit from the school environment;
   ii. the type, frequency and duration of the conduct, recognizing that a single incident may rise to the level of harassment;
   iii. the identity of and relationship between the respondent and the complainant;
   iv. the context of the incident, including school size and location of the incident and/or other incidents at the school;
   v. whether the conduct was threatening;
   vi. the use of epithets, slurs or other conduct that is humiliating or degrading;
   vii. whether the conduct or communication reflects stereotypes about an individual or group of individuals in a protected class;
   viii. ages and number of respondents and complainants involved;

ix. patterns of misconduct of the respondent;
x. real or perceived power differentials between the parties;
xi. any other relevant circumstances.

The decision must include a written determination regarding responsibility, explain how and why the compliance officer reached the conclusions outlined in the report, detail any supportive measures or disciplinary sanctions already taken, and recommendations for future disciplinary measures.

If the compliance officer is not the superintendent, the compliance officer's report is advisory and must not bind the superintendent or the District to any particular course of action or remedial measure.

If the compliance officer is the superintendent, the report will include the determination of any sanctions or other actions deemed appropriate, including suspension or expulsion, pursuant to Policy JKD/JKE and/or other appropriate corrective or restorative actions.

6. Disciplinary Measures and Outcome

As soon as practicable after receiving the compliance officer´s findings and recommendations, the superintendent or designee must determine any sanctions or other actions deemed appropriate, including suspension or expulsion, pursuant to Policy JKD/JKE and/or other appropriate corrective or restorative actions.

Students will not be disciplined for any of the following acts, if they are connected to the reported incident: truancy, late arrival, drug or alcohol use, consensual sexual activity, expressing a trauma symptom, unauthorized access to facilities, reasonable self-defense against the respondent, or talking publicly about the reported harassment or discrimination.

To the extent permitted by federal and state law, all parties, including the parents/guardians of all students involved, must be concurrently notified in writing of the final outcome of the investigation and any corrective or restorative action taken by the District within five school days following the superintendent´s determination.

A copy of the compliance officer's report, and any corrective, disciplinary or restorative actions shall be provided to the Board of Education.

Resources

Throughout the investigation, or after the investigation concludes, affected individuals may choose to use the following resources:

National Domestic Violence Hotline: 1−800−799−SAFE (7233)
National Sexual Assault Hotline: 1-800-656-4673
Violence Free Colorado*:* https://www.violencefreecolorado.org/
The Crisis Center 24/7 Hotline: *303-688-8484*

Any local resources for use by students

Outside Agencies

In addition to, or as an alternative to, filing a complaint pursuant to this regulation, a person may file a discrimination complaint with the U.S. Department of Education, Office for Civil Rights (OCR); the Federal Office of Equal Employment Opportunity Commission (EEOC); or the Colorado Civil Rights Division (CCRD). The addresses of these agencies are listed below.

Denver Office for Civil Rights (OCR)
U.S. Department of Education
1244 Speer Blvd., Suite 310, Denver, CO 80204-3582
Telephone: 303-844-5695
Fax: 303-844-4303
TTY: 303-844-3417.
Email: OCR. Denver@ed.gov

Federal Office of Equal Employment Opportunity Commission (EEOC)
303 E. 17th Avenue, Suite 410, Denver, CO 80203
Telephone: 800-669-4000
Fax: 303-866-1085
TTY: 800-669-6820
ASL Video Phone: 844-234-5122
Website: https://publicportal.eeoc.gov/portal/

Colorado Civil Rights Division (CCRD)
1560 Broadway, Suite 825, Denver, CO 80202
Telephone: 303-894-2997 or 800-886-7675
Fax: 303-894-7830
Email: DORA_CCRD@state.co.us (general inquiries),
DORA_CCRDIntake@state.co.us (intake unit)

NOTE 1: Training for employees on discrimination and harassment against students is required pursuant to Colorado state law, beginning no later than July 1, 2024. Training is required for all new employees, and at least every three years afterwards. Training is also required if an employee switches from working primarily with secondary students to elementary students, or vice versa.

A pending bill in the Colorado Legislature (SB24-162) would extend the training deadline to the 2025-2026 school year and no later than December 31, 2025. As of the date of the publication of this SPU, the bill has not passed, so check C.R.S. 22-1-143(1)(4) to determine the training deadline or check with CASB.

Training must be provided during an employee's normal working hours, and include the following content:

- *recognizing harassment or discrimination, including indicators of grooming and child sexual abuse and distinguishing harassment and discrimination from bullying;*

• the appropriate immediate response when harassment or discrimination is reported to or witnessed by an employee; and
• reporting harassment or discrimination to the public school or school district.

For all employees who have direct supervision of students, the training must be specific to the age of the students they supervise and must also include:
• the procedure for responding to allegations of discrimination or harassment;
• the difference between the requirements of the policy, mandatory reporting laws, and federal laws including Title IX, Section 504, Title VI, and Title VII;
• best practices for avoiding victim-blaming; the effect of trauma on victims of harassment or discrimination;
• communicating with victims sensitively, compassionately, and in a gender-inclusive and culturally responsive manner;
• the impact of harassment or discrimination on students with disabilities; and
• the types of supportive measures available to students and the provision of effective academic, mental health, and safety accommodations for students who report harassment or discrimination.
C.R.S. 22-1-143(1)(4)

NOTE 2: State law requires local education providers to retain the records of a harassment or discrimination report or complaint concerning a student(s) for at least 7 years. C.R.S. 22-1-143. The record of a report includes any accommodations or supportive measures taken in response to a report or complaint and documentation of the basis for the local education provider's action and response. This documentation likely includes all evidence reviewed and/or considered in the report.

Note 3: SB23-296 also has reporting requirements. By July 1, 2025, schools must report the below information to the district for the previous 12 months. The district will then report the information to the Colorado Department of Education by August 1, 2025. The information must be aggregated and must not include personally identifiable information about the parties.

• Number of formal harassment or discrimination reports received by the school and the type of bias reported when harassment or discrimination was found
• The time to complete each investigation and make findings related to each report.

Adopted November 1, 2010
Revised October 15, 2018; July 17, 2020; September 16, 2024; TBD

File: AC-R-3*

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

Sexual ~~-Based~~ Harassment Investigation Procedures

(Title IX)

The District is committed to maintaining a learning environment that is free from sexual ~~-based~~ discrimination, ~~including sex-based harassment~~. It is a violation of policy for any staff member to harass students~~,~~ or for students to harass other students through conduct or communications of a sexual nature, or to retaliate against anyone that reports sexual ~~-based discrimination or~~ harassment or participates in a harassment investigation.

Definitions

For purposes of this regulation, these terms have the following meanings:

Actual Knowledge means when any District employee receives notice of an incident of alleged sexual harassment. When this standard is met, the District has an obligation to respond under Title IX. This standard is not met when the only employee with knowledge of alleged sexual harassment is the respondent.

~~"~~Complainant~~"~~ means an individual who is alleged to be the victim of ~~have been subjected to~~ conduct that could constitute sexual ~~-based discrimination or sex-based~~ harassment ~~under Title IX~~.

~~"~~Decision Maker~~"~~ means an individual~~(s)~~ charged with considering ~~who assess~~ the ~~relevant~~ evidence contained in the investigation report, making findings of fact, and analyzing the relevant policy provisions to determine whether the allegations constitute a policy violation.~~, including party and witness credibility, to decide if the District has met the burden of proof showing the respondent to be responsible for the alleged sex-based harassment.~~ The ~~District's~~ decision maker cannot ~~may~~ be the same person as the Title IX Coordinator or investigator ~~superintendent, another designated administrator, or a third-party~~.

~~"~~Disciplinary Sanction~~"~~ means a consequence imposed by the District on a respondent who is found to have violated this policy, however, the grievance process must be completed before any disciplinary sanctions are imposed. Disciplinary s~~S~~anctions are designed to remedy and prevent the recurrence of discrimination, harassment, and/or retaliation. Disciplinary sanctions may include: disciplinary sanctions, such as no-contact orders, required training, loss of privileges, suspension, or expulsion.

~~"~~Education Program or Activity~~"~~ means locations, events, or circumstances over which the District exercises substantial control~~, including disciplinary authority,~~ over both the complainant and respondent and the context in which the sexual ~~-based~~ harassment occurs.

Formal Complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment by a respondent and requesting that the District investigate the allegation. At the time of the filing of a formal complaint, a complainant must be participating in or attempting to participate in the educational programs or activities of the District.

Investigator means the individual charged with conducting interviews, gathering evidence, and producing an investigation report. The investigator may be the same person as the Title IX Coordinator, but cannot serve as the decision-maker.

~~"~~Respondent~~"~~ means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment ~~have violated the District's prohibition on sex discrimination~~.

Retaliation means threats, intimidation, coercion, discrimination, or other adverse action against any person for the purpose of interfering with any right or privilege secured by Title IX or because the person has made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, [hearing,] or proceeding under this policy.

~~"Sex Discrimination" is discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.~~

- ~~"~~Sexual ~~Based~~ Harassment~~"~~ means conduct on the basis ~~is a form~~ of sex ~~discrimination and includes sexual harassment and other harassment on the basis of sex~~ that falls into ~~satisfies~~ one or more of the following categories:

    1. ~~Quid pro quo harassment.~~ A school District employee conditioning an educational aid, benefit~~s~~, or services on participation in unwelcome sexual conduct ~~(i.e., quid pro quo)~~;

    2. ~~Hostile environment harassment.~~ Unwelcome ~~sex-based~~ conduct determined by a reasonable person to be ~~a that, based on the totality of the circumstances, is subjectively and objectively offensive and is~~ so severe, ~~or~~ pervasive, and objectively offensive that it ~~limits or~~ effectively denies a person~~'s ability to participate in or benefit from~~ equal access to the District's education program or activity; or

    3. ~~Specific offenses.~~ An offense that falls into the FBI's Uniform Crime Reporting categories of s~~S~~exual assault, dating violence, domestic violence, or stalking.

~~"~~**Supportive Measures**~~"~~ mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge, to the complainant and/or respondent in order to restore or preserve the party's access to the education program/activity, without unreasonably burdening the other party ~~including safety measures, or provide support during the grievance procedures, before or after the filing of a formal complaint or where no formal complaint has been filed~~. Supportive measures may be provided after the filing of a formal complaint or where no formal

complaint has been filed. Possible supportive measures are academic support, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual no-contact directives, leaves of absence, changes in work/school locations, access to identified trusted adults at school, increased monitoring of locations, safety planning and referral to outside agencies and supports.

~~**"Remedies"** means measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the education program or activity after the District determines that sex discrimination occurred. Remedies may include: counseling, updating policies, staff or student training, accommodations.~~

~~**"Retaliation"** means threats, intimidation, coercion, discrimination, or other adverse action against any person for the purpose of interfering with any right or privilege secured by Title IX or because the person has made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing under this policy.~~

~~"~~Title IX Coordinator~~"~~ means the employee designated by the District to coordinate its efforts to comply with Title IX responsibilities. The Title IX Coordinator is to be informed of all reports or formal complaints of violations of this policy. The Title IX Coordinator may delegate certain responsibilities under this policy to an alternate who has received appropriate training. The Title IX Coordinator cannot serve as the decision-maker, but may serve as the investigator if appropriate ~~will also objectively evaluate the credibility of parties and witnesses and synthesize all available evidence – including both inculpatory and exculpatory evidence – and take into account the unique and complex circumstances of each situation~~.

- The District's Title IX Coordinator is:
  Assistant Superintendent of Human Resources
  Morgan County School District Re-3
  715 West Platte Avenue
  Fort Morgan, Colorado 80701
  hr@fortmorgank12.com

~~Complaint Resolution Process~~

~~Investigations into complaints alleging violations of Title IX will proceed as described below. The investigation will be adequate, reliable, and impartial. All parties will be treated equitably and will be provided equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. Throughout the investigation, the District will take reasonable steps to protect the privacy of the parties and witnesses during the investigation, provided this does not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures.~~

~~The District will make a good faith effort to complete the investigation and make any findings within sixty days after the complaint, and the Title IX Coordinator will adhere to all timeframes.~~

~~Reasonable extensions of timeframes will be granted on a case-by-case basis for good cause with written notice to the parties that includes the reason for the delay.~~

~~No person can serve as a Title IX Coordinator or decisionmaker if they have a conflict or interest or bias for or against complainants or respondents generally, or an individual complainant or respondent. An alternate will be designated in the event it is claimed that an employee with responsibilities under this regulation is the one who committed the alleged discrimination. Additionally, the Title IX Coordinator may assign any or all aspects of the complaint response process to a qualified alternate for any reason, including conflict of interest, bias concerns and/or insufficient capacity due to other matters.~~ **~~As used in this regulation, the term "Title IX Coordinator" refers to the Title IX Coordinator or their alternate.~~**

~~The Title IX Coordinator must offer and coordinate supportive measures, as appropriate, for both the complainant and the respondent. A complainant may request modification of supportive measures if circumstances have changed materially, or they disagree with the District's decision to provide, deny, modify, or terminate supportive measures. Challenges of a District's decision must be submitted to the Title IX Coordinator within ten (10) days of the decision, and an impartial employee other than the Title IX Coordinator will review the challenge.~~

Title IX Resolution Process

The Title IX Coordinator is responsible for receiving and acting on reports and formal complaints, filing complaints on behalf of a complainant if necessary, dismissing complaints if necessary, and ensuring all other requirements of Title IX are followed by the District. The Title IX Coordinator must also offer and coordinate supportive measures, as appropriate, for both the complainant and respondent, or for any party who may have been affected by sexual harassment. Additionally, the Title IX Coordinator may assign any or all aspects of the complaint response process to a qualified alternate for any reason, including conflict of interest, bias concerns, and/or insufficient capacity due to other matters. As used in this regulation, the term "Title IX Coordinator" refers to the Title IX Coordinator or their alternate.

Investigations into complaints alleging violations of Title IX will proceed as described below. The investigation will be adequate, reliable, and impartial. All parties will be treated equitably and will be provided equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. However, it is the District's responsibility to gather evidence and determine whether this policy was violated, not the responsibility of either party. Throughout the investigation, the District will take reasonable steps to protect the privacy of the parties and witnesses during the investigation, provided this does not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses, consulting with their family members, confidential resources, or advisors, or otherwise preparing for or participating in the grievance procedures.

The District will make a good faith effort to complete the investigation and make any findings within sixty days after the complaint, and the Title IX Coordinator will adhere to all timeframes. Reasonable extensions of timeframes will be granted on a case-by-case basis for good cause with written notice to the parties that includes the reason for the delay.

No person can serve as a Title IX Coordinator, investigator, decision-maker, or informal resolution

facilitator if they have a conflict of interest or bias for or against complainants or respondents generally, or an individual complainant or respondent. An alternate will be designated in the event it is claimed that an employee with responsibilities under this regulation is the one who committed the alleged discrimination.

1. Making a Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or through email and can be filed by a complainant or by a parent or guardian who has the legal right to act on behalf of a minor complainant. Individuals requiring other accommodations for purposes of making a complaint due to a disability or other reasons should contact the Title IX Coordinator.

Complaints must include a detailed description of the alleged sexual harassment, the date(s), the full names of the parties involved, any witnesses, and a signature.

~~A complainant, or a parent or guardian with the legal right to act on the complainant's behalf, may file a complaint with the Title IX Coordinator. Complaints are an oral or written request that objectively can be understood as a request for the school to investigate and make a determination about alleged discrimination. If a complaint is given to a District employee, the District employee will promptly forward all information regarding the complaint to the Title IX Coordinator. Complaints must be filed within 180 days of the event giving rise to the complaint or from the date the complainant could reasonably become aware of such occurrence. The complainant will receive assistance as needed in filing a complaint.~~

~~Retaliation against the complainant, respondent, or any person who filed a complaint or participated in an investigation, is prohibited. Individuals found to have engaged in retaliatory behavior will be subject to disciplinary sanctions.~~

2. ~~Evaluation and~~ Dismissal by Title IX Coordinator

Upon receipt of a formal complaint, the Title IX Coordinator will review it to determine whether it falls under the jurisdiction of this policy. If it does not, the Title IX Coordinator will dismiss the complaint. A formal complaint must be dismissed when the investigation reveals that the complaint does not constitute sexual harassment, the event did not occur in a D~~d~~istrict program or activity, or the event did not occur against a person in the United States (mandatory dismissal). Further, a complaint may be dismissed at any time upon written request of a complainant or as determined by the Title IX Coordinator in accordance with applicable law, including when a respondent is no longer enrolled with or employed by the D~~d~~istrict, and when specific circumstances prevent the D~~d~~istrict from gathering evidence sufficient to reach a determination (discretionary dismissal). Written notice of a dismissal will be promptly submitted simultaneously to the parties.

- Formal complaints may be consolidated when allegations of sexual harassment arise out of the same facts or circumstances.

- Dismissal of a formal complaint does not prevent the D~~d~~istrict from taking action to remedy the complained-of behavior consistent with other applicable D~~d~~istrict policies. Allegations in a dismissed complaint may constitute discrimination or harassment

prohibited by Policy AC, in which case the investigation will continue under the associated regulations: AC-R-1 or AC-R-2. A dismissal does not prohibit the complainant from pursuing other remedies under state or federal law or local board policy, nor does it prohibit the Ddistrict from addressing the allegations in any manner the Ddistrict deems appropriate.

~~Within five school days after a complaint is received, the Title IX Coordinator will determine if the alleged conduct occurred in the District's education program or activity. If the alleged conduct is not part of the education program or activity, the complaint must be dismissed under these procedures.~~

~~At any point throughout the investigation, the Title IX Coordinator may dismiss the complaint if the respondent cannot be identified or is not participating/employed in District programs or activities, or the complainant voluntarily withdraws the complaint and the Title IX coordinator declines to initiate a complaint.~~

~~Upon dismissal, the Title IX Coordinator will promptly notify the complainant as to the basis of the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, the respondent will also be notified. Additionally, the District will provide both parties with an opportunity to appeal the dismissal. Dismissals may be appealed on one of the following bases, if it would change the outcome: new evidence, procedural irregularities, or a conflict of interest.~~

~~Allegations in a dismissed complaint may constitute discrimination or harassment prohibited by Policy AC, in which case the investigation will continue under the associated regulations: AC-R-1 or AC-R-2. A dismissal does not prohibit the complainant from pursuing other remedies under state or federal law or local board policy, nor does it prohibit the District from addressing the allegations in any manner the District deems appropriate.~~

~~If the dismissal is appealed, the District will: notify the parties of any appeal, including notice of the allegations if not already provided; implement appeal procedures equally for the parties; ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint; ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations; provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and notify the parties of the result of the appeal and the rationale for the result.~~

~~When a complaint is dismissed, the District will offer supportive measures to the complainant and respondent and take other prompt and effective steps to ensure that prohibited sex discrimination does not occur, including directing the parties to AC-R-1.~~

3. District Resolution ~~Initial Meetings with the Parties~~

Following the filing of a complaint, the Title IX Coordinator will provide the parties with written notice of the complaint. The written notice will include all information required by law, including the names of the parties involved, the specific section of this policy allegedly violated, this policy's grievance and informal resolution process, the precise conduct allegedly constituting the potential violation, and the date and location of the alleged incident(s). If additional allegations are discovered during the grievance process, the Title IX Coordinator will issue an amended notice

including additional allegations and details regarding those allegations. The written notice must also inform the parties of any provision in the Ddistrict's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process. Upon receipt of a complaint and notice sent to the parties, there are two available options for resolution: (a) the grievance process, which involves an investigation, report, and potential sanctions, and (b) an informal resolution, which involves a variety of informal options for addressing complaints.

(a) Grievance Process. If a complaint proceeds to the grievance process, the Title IX Coordinator will designate appropriate trained individuals to serve as the investigator and the decision-maker. The Title IX Coordinator may serve as the investigator if appropriate. Either party may challenge the appointment of the investigator or decision-maker based on bias or conflict of interest by contacting the Title IX Coordinator.

- Credibility. The investigator will objectively evaluate the credibility of parties and witnesses and synthesize all available evidence – including both inculpatory and exculpatory evidence – and take into account the unique and complex circumstances of each situation. Credibility determinations cannot be made based on a person's status as a complainant, respondent, or witness.

- Timeframe for Process. Generally, the timeframe from the commencement of investigation through the release of the written determination will not exceed 60 days, unless good cause is shown. If there is a need for a delay, the investigator or decision-maker will notify both parties in writing of the delay and reason for it.

- Right to an Adviser. During the process, each party is entitled to the adviser of their choice who may, but is not required to be, an attorney. During interviews and meetings, the adviser may not speak for the party and must limit their role to consulting with and advising the party. The Ddistrict retains the right to establish restrictions regarding the extent to which the adviser may participate in the proceedings. Any restrictions on participation of adviser(s) will apply equally to both parties.

- Interviews and Evidence. Both parties will have an equal opportunity to be heard, to provide evidence, and to review evidence obtained through the course of the grievance process. The investigator will interview the parties and any witnesses, and will review any available evidence. The investigator will also determine the relevance of evidence and what evidence will be included in the investigation report for consideration by the decision-maker.

- Written Notice of All Meetings. Prior to any investigative interviews, hearings, or other meetings, a party will receive written notice of the date, time, location, purpose, and participants to ensure the party is adequately prepared to participate.

- Evidence Review. Prior to the issuance of the investigation report, the parties will be provided an electronic or hard copy of all evidence gathered by the investigator that is directly related to the allegations in the formal complaint, including evidence

the investigator does not intend to rely upon in the investigation report, for their review. Evidence may be redacted, if appropriate, in accordance with applicable law and ~~d~~District policy. The parties will have ten business days to review the evidence and may choose to provide a written response for the investigator to consider prior to the issuance of the investigation report. The response can include corrections, additions, or arguments regarding the relevance of specific evidence. The investigator will consider any written response to the evidence when preparing the investigation report.

- Investigation Report. Once the parties have reviewed the evidence, and prior to the issuance of any findings regarding a policy violation, both parties will have ten business days to review the investigation report, which is a summation of the evidence to be submitted to the decision-maker. If either party wishes to correct or add to the evidence, submit arguments regarding relevance of certain evidence, or suggest additional witnesses they must notify the investigator during the review period. Corrections, arguments regarding relevance, additional evidence, or new witnesses may not be submitted after the review period has ended and will not be considered an appeal.

- Extension to Review Periods. If a party requires additional time to review the evidence or investigation report, they must contact the Title IX Coordinator to make a request. The request must include the reason for the extension and a proposed new deadline. Such extensions are granted at the discretion of the Title IX Coordinator based on a showing of good cause.

- Submission of Investigation Report. Following the review period, the investigator will submit the investigation report and any documentary evidence to the decision-maker for their review. The parties will also receive copies of the investigation report.

- Questioning of Parties and Witnesses. After the investigator submits the finalized investigation report to the decision-maker and parties, the parties will have the opportunity to submit relevant written questions to one another and to the witnesses. Each party will be provided copies of the questions posed and answers to those questions, and will have an additional opportunity for limited follow-up based on the first round of questions. The decision-maker has discretion to determine the relevance of any proposed questions and will provide a written explanation for any decision to exclude a question as not relevant.

    - Questions or evidence about a complainant's sexual predisposition or prior behavior are not relevant unless offered to (1) demonstrate that someone other than a respondent committed the alleged sexual harassment, or (2) demonstrate consent based on specific incidents of a complainant's prior sexual behavior with a respondent.

- Standard of Review. In determining whether alleged sexual harassment constitutes a policy violation, the decision-maker will use the preponderance of the

evidence standard. This means that the decision-maker will determine whether it is more likely than not that a policy violation occurred.

- How Evidence is Evaluated by the Decision-Maker. In evaluating the allegations, the decision-maker will consider the totality of the facts, circumstances, and evidence. No single factor will be conclusive in the evaluation of evidence and/or the determination or whether the policy has been violated.

- Written Determination. The decision-maker will consider the investigation report and prepare a written determination regarding responsibility with (1) findings of fact, (2) conclusions about whether the alleged conduct occurred, (3) a rationale for the result as to each allegation, (4) any disciplinary sanctions imposed on a respondent, and (5) whether remedies will be provided to the complainant.

    - The written determination must be sent simultaneously to the parties along with information about how to appeal.

- Potential Disciplinary Sanctions. If the decision-maker determines that a respondent violated the policy, consequences appropriate for the misconduct will be imposed in accordance with applicable law and D~~d~~istrict policy, including but not limited to a warning, restorative justice, alternatives to suspension or expulsion, suspension, expulsion, or termination. Nothing in this policy will be construed to prohibit discipline for conduct which, although not rising to the level of sexual harassment as defined by this policy, otherwise violates other D~~d~~istrict policies.

    - If the decision-maker determines that a respondent is responsible for violations of D~~d~~istrict policy other than AC-R-3, the decision-maker must discuss this determination with the D~~d~~istrict's Title IX Coordinator and/or D~~d~~istrict legal counsel as to next steps.

- Release of Written Determination. Upon completion of the written determination, the decision-maker will provide it to the Title IX Coordinator, who will simultaneously provide it to the parties.

- Appeals. If either party is not satisfied with the written determination or the dismissal of a complaint, the party may appeal the decision within ten business days following the release of the written determination. If no appeal is filed, the determination will become final after ten business days. Both parties will receive written notice of any appeal and both will have the opportunity to submit written statements either in support of or challenging the written determination within ten business days of receiving the appeal notice.

    - Decision-Maker for Appeal. The decision-maker for the appeal will be determined by the superintendent's office, but the decision-maker for the appeal may not be the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or

the Title IX Coordinator. The decision-maker for the appeal will render their final decision within ten business days of the receipt of the appeal.

- Grounds for Appeal. There are three grounds for appeal and other asserted grounds will not be considered. A party's appeal must state the grounds for appeal and facts supporting those grounds in order to be considered.
  - (1) Procedural irregularity that affected the outcome of the grievance process;
  - (2) New evidence that was not reasonably available at the time the determination regarding the existence of a policy violation was made that could affect the outcome of the grievance process; and/or
  - (3) The Title IX Coordinator, the investigator, or the decision-maker had a conflict of interest or bias that affected the outcome of the grievance process.

- Making a False Report. Any person who knowingly makes a false report of sexual harassment will be subject to disciplinary action in accordance with applicable Ddistrict policies. Standing alone, the outcome of a grievance process is insufficient evidence of a false report.

(b) Informal Resolution can be used if both parties agree and the Title IX Coordinator deems it appropriate. An informal resolution process does not involve an investigation, but rather may involve mediation or other restorative justice models. The parties' agreement must be voluntary, non-coerced, and documented in writing. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

- Unavailability of Informal Resolution. Informal resolution is not available in cases where a Ddistrict employee is alleged to have sexually harassed a student.

- Potential Student Disciplinary Sanctions. An informal resolution may result in disciplinary sanctions appropriate for the misconduct, which must be imposed in accordance with applicable law and Ddistrict policy, including but not limited to a warning, restorative justice, alternatives to suspension or expulsion, suspension, or expulsion.

~~Following this determination, the Title IX Coordinator will begin the investigation in a reasonably prompt manner and take the following steps:~~

~~a. *Initial meeting with Reporting Party, if any, and Complainant:* The Title IX Coordinator will meet with the complainant to provide the information detailed in paragraph (c) below. If the complainant does not want to proceed with their complaint, the Title IX Coordinator may elect to proceed with the investigation if necessary to stop any harassment or discrimination and otherwise ensure the safety of the school environment.~~

~~*b. Initial Meeting with Respondent:* As soon as possible after meeting with the complainant and any reporting party, the Title IX Coordinator will meet with the respondent and, if this individual is a student, their parents/guardians in order to obtain a response to the complaint. At the initial meeting, the Title IX Coordinator will provide the respondent written notice as to the allegations against them and give the respondent a chance to respond to those allegations.~~

~~The Title IX Coordinator may meet with the respondent to advise them of the allegations even if the Title IX Coordinator determines, after meeting with the Complainant and any reporting party, that there is no merit to the allegations.~~

~~*c. Notice of Allegations.* At the initial meetings, the Title IX Coordinator will provide to both the complainant and respondent notice of the allegations, which includes the following information:~~

~~*i. Available supportive measures;*~~
~~*ii. Copies of Board Policy AC and this implementing regulation;*~~
~~*iii. Timeline for the investigation process and the District's legal obligations';*~~
~~*iv. Information on the informal resolution process, if offered;*~~
~~*v. Sufficient information regarding identities to allow parties to respond;*~~
~~*vi. Retaliation is prohibited;*~~
~~*vii. Parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or a description of the evidence; and*~~
~~*viii. Additional notice will be provided if the District decides to investigate additional allegations.*~~

~~If the complainant or respondent is a student with a disability, the Title IX Coordinator must consult with the student's IEP/504 Plan Team to determine supportive measures and other actions that comply with the requirements of federal law.~~

4. ~~**Informal Resolution**~~

~~When the Title IX Coordinator deems it appropriate, an informal resolution process may be instituted with an impartial facilitator who is not the Title IX Coordinator or decision maker. Informal resolution is not appropriate in all circumstances. It may only be used if both parties must agree, with agreement voluntary, non-coerced, and documented in writing. Informal resolution is not available in cases where a District employee is alleged to have sexually harassed a student.~~

~~Prior to initiating an informal resolution process, both parties must be provided written notice explaining the allegations, the requirements of the informal resolution process, that either party has the right to withdraw from the informal resolution process, that an agreement at the conclusion of the informal resolution process would prevent the parties from initiating grievance procedures arising from the same allegations; the potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and what information the District will maintain and whether/how that information could be disclosed for use in~~

~~the investigation, if informal resolution is not successful and the investigation resumes.~~

~~Generally, the informal resolution process should be completed within sixty school days from the parties' agreement to the process, unless good cause is shown.~~

5. ~~**Formal Complaint Grievance Process**~~

~~Title IX Coordinator or their qualified designee will investigate the complaint and provide a report to the decision-maker, who will determine whether discrimination occurred. Any designee must be free of bias and able to act with independence. Either party may raise a concern regarding lack of qualification or bias by contacting the Title IX Coordinator (identified in AC-E-1).~~

~~The burden is on the District - not on the parties - to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The Title IX Coordinator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.~~

~~a. *Collect Evidence:* The Title IX Coordinator will collect evidence, including, but not limited to: statements by any witness to the incident and any available physical or documentary evidence; evidence about the credibility of the parties involved; evidence about whether the respondent has engaged in other incidents of misconduct; evidence of the complainant and respondent's respective reactions or changes in behavior following the incident; and evidence regarding whether the complainant took action to protest the conduct. Evidence may be collected by interviews with parties and witnesses, reviewing information, requesting written statements, or ways as appropriate.~~

~~During the investigation, the Title IX Coordinator will presume that the respondent is not responsible for the alleged sex discrimination until a determination is made (the "presumption of innocence" standard). The Title IX Coordinator may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. However, the Title IX Coordinator will protect the complainant from inappropriate questions and evidence about the complainant's prior sexual history and will not make credibility determinations based on a person's status as a complainant, respondent, or witness.~~

~~The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:~~

- ~~Evidence protected under legal privilege or provided to a confidential employee, unless waived voluntarily;~~

- A party's or witness's records that are made or maintained by a recognized health professional or paraprofessional in connection with the provision or treatment, unless voluntary, written consent for use in the grievance procedures is obtained;

- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless offered to prove someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment.

b. *Report*: Within sixty calendar days of the receipt of the complaint, the Title IX Coordinator must issue a report to the decision maker. The Title IX Coordinator's report must be advisory and must not bind the decision maker to any particular course of action or remedial measure.

c. *Determination:* The decision maker will determine whether discrimination or harassment occurred, by applying the preponderance of the evidence standard. In making the determination, the decision maker will consider the following:

i. The degree to which the conduct affected the complainant's ability to access the District's education program or activity;
ii. The type, frequency, and duration of the conduct;
iii. The parties' ages, roles within the District's education program or activity, previous interactions, and other relevant factors;
iv. Location and context of the conduct;
v. Other sex-based harassment in the District's education program or activity;
vi. Any other relevant considerations.

The decision maker will notify the parties in writing of the determination that sex discrimination occurred under Title IX including the rationale for such determination.

6. **Disciplinary Sanctions and Remedies**

If there is a determination that sex discrimination occurred, the Title IX Coordinator will coordinate the provision and implementation of remedies to a complainant and other impacted individuals; coordinate any disciplinary sanctions and notify the complainant; and take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur.

Disciplinary sanctions will not be imposed until the grievance procedures are completed, and parties will not be disciplined under Title IX for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Notice and Training

To reduce discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of these procedures to all District schools and departments. The policy and complaint procedures must be prominently posted on the District's

website, referenced in student and employee handbooks and otherwise be made available to all students, staff, and members of the public through electronic or hard-copy distribution.

All students and District employees will receive periodic training related to recognizing and preventing sexual ~~-based~~ harassment. District employees must receive additional periodic training related to handling reports of sexual ~~-based~~ harassment. Title IX Coordinators, decision makers, informal resolution facilitators, and other persons involved in the grievance procedures or with authority to modify or terminate supportive measures must receive additional periodic training specific to their role relating to handling reports of sexual ~~-based~~ harassment as required by law, including training on serving impartially without prejudging the circumstances.

~~The Title IX Coordinator must monitor the District for barriers to reporting information that may constitute sex discrimination under Title IX. Additionally, all employees who are not confidential employees must notify the Title IX Coordinator when the employee has information about conduct that may reasonably constitute sex discrimination under Title IX.~~

Training materials are available to the public on the District's website.

Reporting to a Federal or State Agency

In addition to, or as an alternative to, filing a formal complaint pursuant to this policy, a person may file a complaint with the U.S. Department of Education, Office for Civil Rights, or with the Colorado Civil Rights Division at the addresses below:

Denver Office for Civil Rights
U.S. Department of Education Federal Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: 303-844-5695
TDD: 800-877-8339
Fax: 303-844-4303
Email: OCR.Denver@ed.gov

Colorado Civil Rights Division
1560 Broadway, Suite 825
Denver, CO 80202
Telephone: 303-894-2997 or 800-262-4845
Fax: 303-894-7830
Email: DORA_CCRDIntake@state.co.us

Questions or concerns about the District's application of Title IX may be addressed to the District's Title IX Coordinator or the United States Department of Education, Office for Civil Rights (OCR.Denver@ed.gov).

NOTE 1: The 2020 Title IX regulations require districts to establish "reasonably prompt" time frames for the major stages of the grievance procedures, which includes the informal resolution process and the appeal process. In the 2011 Dear Colleague Letter, the Office for Civil Rights recommended up to a 60-calendar day time frame based on OCR's experience that "a typical

investigation takes approximately 60 calendar days following receipt of the complaint." This guidance has since been withdrawn, but may still represent a reasonable time frame depending on the circumstances associated with a specific situation. Additionally, Colorado law requires districts to make a good faith effort to complete investigations of discrimination or harassment in 60 days.

NOTE 2: Districts must keep the following records for seven years: 1) records documenting informal resolution process or investigation for any complaint, including any recordings, disciplinary sanctions, remedies, and appeals; 2) for any notification the Title IX Coordinator receives of information about conduct that may constitute sex discrimination, records documenting the actions the district took to meet obligations; and 3) all materials used to provide training, which must also be available upon request for members of the public.

Adopted September 16, 2024
Revised TBD

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

Name Changes

This policy outlines the process by which students may change the name they are referred to at school for any reason, including to align with their gender identity. Students may choose to be identified in school by the first name that they have designated in accordance with this policy, and may request a change to their name or gender on their official student record through regulation JRA/JRC-R.

Definitions

~~a.~~ "Chosen Name" as defined in Colorado law, is any name a student requests to be known as that differs from the student's legal name, to reflect the student's gender identity.

~~b.~~ "Legal Name" is an individual's legal name as it appears on official government documents such as licenses, passports, and birth certificate.

Use of a Chosen Name or Preferred First Name

The Board directs the superintendent to establish procedures allowing students to inform the school of their chosen name (or a preferred first name such as a nickname) without altering their official name in school records. Students will not be required to provide proof of a legal name change to select a chosen or preferred name for use at school and during extracurricular activities, and do not need parental approval. However, parents may be notified of their student's name change if appropriate.

NOTE 2: Districts may have an existing process for students to select a nickname or another preferred first name at school. Please ensure this policy conforms to your District's process before adopting. Approaches vary by district, but may include students selecting a preferred name in a system such as Infinite Campus, students submitting a form to administration, students informing a teacher, or teachers proactively asking students.

Personnel must strive to use the chosen or preferred name of all students. The District understands that honest mistakes may occur, but the intentional or knowing refusal to use a student's chosen name (for example, intentionally referring to the student by their legal name, another name that does not correspond to the student's gender identity or avoiding use of their name) is prohibited under this policy and under Colorado law.

The District reserves the right to deny a preferred first name if it is vulgar or offensive, obscene, or is used for misrepresentation.

NOTE 3: Under CASB's interpretation of Colorado law, schools are not obligated to proactively inform parents if a student requests to use a chosen name or expresses a desire to assert their gender identity at school. HB24-1039 does not address this issue, leaving it up to each school district to decide how much they involve and communicate with parents regarding a student's request to use a chosen name. Because preferences and interpretations can vary by community, CASB has not provided recommended language on this matter in this policy and advises districts to seek legal counsel.

Name Changes on Official Student Records

The District is required to maintain a permanent student record ("official record") that includes a student's name and gender. Students or parents who wish to alter the student's name or gender must follow the process in JRA/JRC-R. The District will not process a name change on a student's official record without a parent signature or a court order.

Students who request a name change that is different from their legal first name agree that the chosen name or preferred ~~designated~~ name is, or will be, truly used to identify themselves. A name change cannot be used for any illegal purpose.

NOTE 4: C.R.S. 22-1-145 specifically states that a policy enacted pursuant to HB24-1039 must comply with the Family Education Rights Privacy Act (FERPA). All students have a right to privacy, including the right to maintain privacy about one's transgender status. Under FERPA, only those school employees with a legitimate educational need should have access to a student's records or the information contained within those records. Disclosing confidential student information to other employees, students, or other third parties may violate privacy laws, including FERPA. However, FERPA allows parents to access their child's records in most circumstances, which may reveal a student's transgender status. FERPA also allows both parents and students to request to alter student records. For more information, districts should review CASB Sample Policy JRA/JRC and JRA/JRC-R and consult legal counsel.

Disclosure to Third Parties

Information about a transgender student's gender identity, legal name, or sex assigned at birth may constitute confidential personally identifiable information. Disclosing transgender status to students, staff, or third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act (FERPA). Accordingly, the District will work with students and their families to keep personally identifiable information related to gender identity confidential in accordance with state and federal privacy laws.

In situations where school staff or administrators are required by law to use or to report the legal name or biological sex of a student who is transgender but whose official record has not been amended, school staff and administrators must adopt practices to avoid the inadvertent disclosure of such confidential information.

Adopted August 1994
Revised August 1995; September 16, 2024; TBD

LEGAL REFS.: 34 C.F.R. §99.1 *et seq. (Family Educational Rights and Privacy Act regulations)*
34 C.F.R. §99.20(d) (*parents and students have the right to request a school change name and gender marker on their record if they feel it is incorrect, misleading, or violates privacy, and schools must provide parents with an opportunity to inspect and review educational records*)
34 C.F.R. §99.31 (*permitted reasons for disclosure of student records*)
3 C.C.R. 708-1:81.6(A)(4) (*sexual orientation harassment is deliberately misusing an individual's preferred name, form of address, or gender-related pronouns*)
C.R.S. 22-1-145 (*knowing or intentional failure to use a chosen name is discriminatory, and schools required to use a student's chosen name and adopt a policy on the subject*)
C.R.S. 22-1-145(b) (*gender identity means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth).*

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
JRA/JRC, Student Records/Release of Information on Students
JRA/JRC-R, Student Records/Release of Information on Students

NOTE: The United States Department of Agriculture (USDA) requires school districts receiving federal funding for child nutrition programs to have a written civil rights complaint procedure. This sample contains the language CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

This exhibit does not need to be filed in the Board's policy manual and should be kept by the district in another location, such as the district's nutrition services manual.

Civil Rights Complaint Procedure for School Nutrition Program

In accordance with the United States Department of Agriculture (USDA) civil rights regulations and policies, the District is prohibited from discriminating on the basis of race, color, national origin, religion, sex (including gender identity, gender expression, and sexual orientation), disability, age, family/parental status, political beliefs, or ~~disability~~ reprisal or retaliation for prior civil rights activity in any school nutrition program.

A participant in the District's school nutrition program who alleges discrimination on the basis of any of the above-listed federally-protected classes has the right to file a complaint within 180 days of the alleged discrimination, in accordance with this procedure.

Filing a Complaint

If an individual has an unlawful discrimination complaint concerning his or her participation in a school nutrition program, the complaint may be directed to:

Superintendent
715 West Platte Avenue
Fort Morgan, Colorado 80701
970-867-5633
superintendent@fortmorgank12.com

Complaints may be made verbally (in person or over the phone) or may be submitted in writing to the District contact listed above. Complaints may be filed anonymously.

When filing a complaint, the following information will be requested:

1. Ccomplainant's name, address and telephone number (unless the complainant wishes to remain anonymous);

2. T~~t~~he nature of the incident or action that led the complainant to feel discrimination was a factor;

3. T~~t~~he basis on which the complainant believes discrimination exists;

4. Tthe names, telephone numbers, titles and business or personal addresses of persons who may have knowledge of the alleged discriminatory action; and

5. Tthe date(s) during which the alleged discriminatory action(s) occurred.

Forwarding a Complaint

Upon ~~Within 90 days of~~ the District's receipt of the complaint, the District will ~~shall~~ forward the complaint as soon as possible but no later than five business days to the following agency:

Colorado Department of Education Office of School Nutrition
1580 Logan Street Suite 760
Denver, CO 80205

Our current policy only lists the Colorado Department of Education Office of School Nutrition.

OR

USDA Office of Civil Rights
1400 Independence Ave., SW, Rm 1095-S, Stop 0115
Washington, DC 20250
(or emailed to program.intake@usda.gov)

OR

USDA Mountain Plains Regional Office
1244 Speer Blvd Suite 903
Denver, CO 80204

The designated agency will then conduct the complaint review and investigation within the required timeline (90 days).

Adopted July 17, 2017
Revised August 15, 2022; December 9, 2024; TBD

LEGAL REF.: USDA Food and Nutrition Service (FNS) Instruction 113-1 *(civil rights compliance and enforcement – nutrition programs and activities)*
7 C.F.R. §15d.2 (definition of discrimination in programs or activities conducted by the U.S. Department of Agriculture)
USDA Nondiscrimination Statement

NOTE: The USDA has a program complaint form available on its website or at any USDA office. To request a copy of the complaint form, call 866-632-9992.

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

Open Hiring/Equal Employment Opportunity

The Board subscribes to the principles of the dignity of all people and of their labors. It also recognizes that it is both culturally and educationally sound to have persons of diverse backgrounds on the school District's staff.

Therefore, the District promotes and provides for equal opportunity in recruitment, selection, promotion, and dismissal of all personnel. Commitment on the part of the District towards equal employment opportunity applies to all people without regard to disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, ~~marital status~~, national origin, religion, ancestry, age, genetic information, or conditions related to pregnancy or childbirth. See Board policy AC-E-1 for more information.

The District will ensure that it does not unlawfully discriminate in any area of employment including job advertising, pre-employment requirements, recruitment, compensation, fringe benefits, job classifications, promotion, and termination.

Current practice codified 1995
Adopted Date of manual adoption
Revised July 17, 2020; September 30, 2021; September 16, 2024; TBD

LEGAL REFS.: 20 U.S.C. §1681 *(Title IX of the Education Amendments of 1972)*
29 U.S.C. §201 *et seq. (Fair Labor Standards Act)*
29 U.S.C. §621 *et seq. (Age Discrimination in Employment Act of 1967)*
29 U.S.C. §794 *(Section 504 of the Rehabilitation Act of 1973)*
42 U.S.C. §12101 *et seq. (Title II of the Americans with Disabilities Act)*
42 U.S.C. §2000d *(Title VI of the Civil Rights Act of 1964)*
42 U.S.C. §2000e *(Title VII of the Civil Rights Act of 1964)*
42 U.S.C. §2000ff *et seq. (Genetic Information Nondiscrimination Act of 2008)*
C.R.S. 2-4-401 (3.4) *(definition of gender expression)*
C.R.S. 2-4-401 (3.5) *(definition of gender identity)*
C.R.S. 2-4-401 (13.5) *(definition of sexual orientation)*
C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle))
C.R.S. 22-61-101 *(discrimination in employment prohibited)*
C.R.S. 24-34-301 *et seq. (Colorado Civil Rights Division procedures)*
C.R.S. 24-34-301 (9) *(definition of gender expression)*
C.R.S. 24-34-301 (10) *(definition of gender identity)*
C.R.S. 24-34-301 (24) *(definition of sexual orientation)*
C.R.S. 24-34-402 *et seq. (discriminatory or unfair employment practices)*

C.R.S. 24-34-402.3 *(discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)*

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
AC-E-1, Nondiscrimination/Equal Opportunity
GBAA, Sexual ~~Based~~ Harassment

CONTRACT REF.: FMEA Agreement, Article 3 – General Statement, Section A

NOTE: For purposes of this policy, these terms have the following meanings:

- *"Race" includes hair texture, hair length, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).*
- *"Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id.*
- *"Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-401 (13.5) and C.R.S. 24-34-301 (24).*
- *"Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4) and C.R.S. 24-34-301 (9).*
- *"Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. 2-4-401 (3.5) and C.R.S. 24-34-301 (10).*

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

Sexual ~~-Based~~ Harassment

The District is committed to a learning and working environment that is free from sexual ~~-based~~ harassment. Sexual ~~-based~~ harassment is recognized as a form of sex discrimination and thus a violation of the laws which prohibit sex discrimination.

It will be a violation of policy for any member of the District staff to harass another staff member or student through conduct or communications of a sexual nature. Any conduct or communication of a sexual nature directed toward students by teachers or others to whom this policy applies, will be presumed to be unwelcome. Sexual ~~-based~~ harassment committed by an employee of the District in the course of employment will be deemed a breach of duty, and as such, will subject the offending employee to disciplinary action. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

Sexual ~~-Based~~ Harassment Prohibited

For the purposes of this policy, and p~~P~~ursuant to Title IX of the Educational Amendments of 1972, unwelcome sexual advances, requests for sexual favors, or other unwelcome physical or verbal conduct or communication of a sexual nature constitutes sexual harassment if, under the totality of the circumstances: ~~"sex-based harassment" means conduct on the basis of sex that satisfies one of more of the following:~~

~~1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);~~

~~2. Unwelcome conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the education program or activity or~~

~~3. Sexual assault, dating violence, domestic violence, or stalking.~~

~~Pursuant to state law unwelcome sexual advances, requests for sexual favors, or other unwelcome physical or verbal conduct or communication of a sexual nature constitutes sex-based harassment if the conduct or communication is subjectively offensive to the individual alleging harassment and objectively offensive to a reasonable individual who is a member of the same protected class, and if under the totality of the circumstances:~~

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development;

2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual;

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

The prohibition against sexual ~~-based~~ harassment applies whether the harassment is between people of the same or different gender.

Sexual ~~-based~~ harassment as defined above may include but is not limited to:

1. Sex-oriented verbal "kidding," abuse or harassment;

2. Pressure for sexual activity;

3. Repeated remarks to a person with sexual implications;

4. Unwelcome touching, such as patting, pinching or constant brushing against another's body;

5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, employment status or similar personal concerns;

6. Sexual violence.

Reporting, Investigation, and Sanctions

It is the express desire of the Board to encourage victims of, or witnesses to, sexual ~~-based~~ harassment to report such claims through the District's complaint process (AC-R-3).

Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator or to the District's compliance officer.

All reports of sexual ~~-based~~ harassment received by any District employee will be promptly forwarded to the compliance officer (AC-E-1). The compliance officer will ensure that every complaint is promptly investigated and responded to as set forth in the District's complaint and compliance process (AC-R-3). No reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual ~~-based~~ harassment or participation in an investigation. Requests for confidentiality will be honored so long as doing so does not preclude the District from responding effectively to the harassment and preventing such conduct in the future.

Any employee found to have engaged in sexual ~~-based~~ harassment will be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students will, in appropriate circumstances, be reported as child abuse for investigation by appropriate authorities in conformity with policy JLF.

Filing of a complaint or otherwise reporting sexual ~~-based~~ harassment will not reflect upon the individual's status or affect future employment or work assignments. All matters involving sexual ~~-based~~ harassment complaints will remain confidential to the extent possible.

Notice of Policy

Notice of this policy will be circulated to all District schools and departments and incorporated in employee handbooks.

Adopted August 1994
Revised August 12, 2024; TBD

LEGAL REFS.: 20 U.S.C. §1681 *et seq. (Title IX of the Education Amendments of 1972)*
42 U.S.C. §2000e *et seq. (Title VII of the Civil Rights Act of 1964)*
C.R.S. 24-34-301 *et seq. (Colorado Civil Rights Division procedures)*
C.R.S. 24-34-401 *et seq. (discrimination or unfair employment practices)*

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
JLF, Reporting Child Abuse/Child Protection

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

Staff Use of Technology ~~Internet and Electronic Communications~~

Technology, which includes t~~T~~he Internet, ~~and~~ electronic communications, social media, applications and artificial intelligence tools ~~(email, chat rooms and other forms of electronic communication)~~ have vast potential to support curriculum and learning. The Board of Education believes appropriate technology ~~they~~ should be used in schools as a learning resource to educate and to inform.

The Board of Education supports the use ~~of the Internet and electronic communications technology~~ by staff to improve teaching and learning through interpersonal communication, access to information, research, training, and collaboration and dissemination of successful educational practices, methods and materials.

Through the use of technology, ~~The Internet and electronic communications are fluid environments in which~~ users may access materials and information from many sources. Staff members are responsible ~~shall take responsibility~~ for their own use of D~~d~~istrict technology devices and must ~~to~~ avoid contact with material or information that violates this policy. For purposes of this policy, "D~~d~~istrict technology device" means any D~~d~~istrict-owned computer, hardware, software, or other technology that is used for instructional or learning purposes and has access to the internet.

Blocking or Filtering Obscene, Pornographic, and Harmful Information

To protect students from material and information that is obscene, pornographic, ~~child pornography~~ or otherwise harmful to minors, as defined by the Board, technology that blocks or filters such material and information has been installed on all D~~d~~istrict computers having Internet or electronic communications access. Blocking or filtering technology may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by staff members over the age of 18.

No Expectation of Privacy

District technology devices are owned by the D~~d~~istrict and are intended for educational purposes and D~~d~~istrict business at all times. Staff members shall have no expectation of privacy when using D~~d~~istrict technology devices. The D~~d~~istrict reserves the right to monitor, inspect, copy, review, and store (at any time and without prior notice) all usage of D~~d~~istrict technology devices, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through D~~d~~istrict technology devices shall remain the property of the ~~school~~ D~~d~~istrict.

Public Records

Electronic communications sent and received by Ddistrict employees may be considered a public record subject to public disclosure or inspection under the Colorado Open Records Act (CORA). All employee electronic communications must be ~~shall~~ be monitored to ensure that all public electronic communication records are retained, archived, and destroyed in accordance with applicable law.

Unauthorized and Unacceptable Uses

Staff members must ~~shall~~ use Ddistrict technology devices in a responsible, efficient, ethical, and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of Ddistrict technology devices cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

No staff member shall access, create, transmit, retransmit or forward material or information:

NOTE: The Board has discretion to determine which uses are unacceptable. The following list provides examples the Board may wish to consider.

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons;
- that is not related to Ddistrict education objectives;
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, ~~that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion~~;
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the Ddistrict's nondiscrimination policies;
- for personal profit, financial gain, advertising, commercial transaction or political purposes;
- that plagiarizes the work of another;
- that uses inappropriate or profane language ~~likely to be offensive to others in the school community~~;
- that is knowingly false or could be construed as intending to purposely damage another person's reputation;
- in violation of any federal or state law or District policy, including but not limited to copyrighted material and material protected by trade secret;
- that contains personal information about themselves or others, including information protected by confidentiality laws;
- ~~using another individual's Internet or electronic communications account without written permission from that individual~~
- that impersonates another or transmits through an anonymous remailer; or
- that accesses fee services without specific permission from the system administrator.

Staff members are prohibited from using or possessing any software applications, mobile applications or other content that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any applicable fees.

Security

Security on Ddistrict technology devices is a high priority. Staff members who identify a security problem while using Ddistrict technology devices must immediately notify an ~~system~~ administrator. ~~Staff members should not demonstrate the problem to other users.~~ Logging on to the Internet or electronic communications as a system administrator is prohibited.

Staff members shall not:

- use another person's password or any other identifier;
- gain or attempt to gain unauthorized access to Ddistrict technology devices; or
- read, alter, delete or copy, or attempt to do so, electronic communications of other system users.

Any staff member identified as a security risk, or as having a history of problems with technology, may be denied access to the Internet, electronic communications, and/or Ddistrict technology devices.

Confidentiality

Staff members shall not access, receive, transmit or retransmit material regarding students, parents/guardians, Ddistrict employees or Ddistrict affairs that is protected by confidentiality laws unless such access, receipt or transmittal is in accordance with their assigned job responsibilities, applicable law and Ddistrict policy. It is imperative that staff members who share confidential student information via electronic communications understand the correct use of the technology, so that confidential records are not inadvertently sent or forwarded to the wrong party. Staff members who use email to disclose student records or other confidential student information in a manner inconsistent with applicable law and Ddistrict policy may be subject to disciplinary action.

If material is not legally protected but is of a confidential or sensitive nature, great care shall be taken to ensure that only those with a "need to know" are allowed access to the material. Staff members shall handle all employee, student and Ddistrict records in accordance with applicable Ddistrict policies.

Disclosure of confidential student records, including disclosure via electronic mail or other telecommunication systems, is governed by state and federal law, including the Family Educational Rights and Privacy Act (FERPA).

Use of Social Media

Staff members may use~~, for example~~, social media within ~~school~~ Ddistrict guidelines for instructional purposes, including promoting communications with students, parents/guardians and the community concerning school related activities and for purposes of supplementing classroom instruction. As with any other instructional material, the application/platform and content shall be appropriate to the student's age, understanding and range of knowledge.

Staff members are discouraged from communicating with students through social media platforms/applications or texting. Staff members are expected to protect the health, safety, and emotional well being of students and to preserve the integrity of the learning environment. Online or electronic conduct that distracts or disrupts the learning environment or other conduct in violation of this or related Ddistrict policies may form the basis for disciplinary action up to and including termination.

Use of Artificial Intelligence

The District supports staff use of Artificial Intelligence (AI) tools that enhance the District's commitment to high-quality learning. Staff must follow the direction of the District regarding permissible AI tools, use of AI tools and acceptable and unacceptable uses for staff and students.

Generally, staff may use AI tools for ideas, outlines and to enhance the educational experience, such as supplementing lesson plans, providing differentiated instruction and aiding in curriculum development. Staff are prohibited from relying solely or primarily on AI tools to carry out their work duties, unless expressly authorized.

Staff may only use AI tools that are approved by the District. Staff should carefully evaluate the appropriateness of AI tools for educational purposes on a case-by-case basis, considering its appropriateness for each educational context, accuracy, reliability, and alignment with curriculum standards.

Staff must comply with all applicable federal, state and local student privacy laws, including FERPA and the Colorado Student Data Transparency Act. To that end, staff should not upload or input any confidential, proprietary or sensitive information into any AI tool.

Teachers who suspect plagiarism or use of AI that violates District policy should first have a conversation with a student to ensure that they understand expectations for acceptable use. Teachers should consult with administration to determine appropriate steps to investigate any possible violation of policy.

Vandalism

Vandalism will result in cancellation of privileges and may result in school disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the ~~school~~ Ddistrict or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or Ddistrict technology device. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

~~Unauthorized Software~~
~~Staff members are prohibited from using or possessing any software applications, mobile apps or other content that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any applicable fees.~~

Staff Member Use is a Privilege

Use of technology ~~the Internet and electronic communications~~ demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Staff member use of technology and District technology devices ~~the Internet and electronic communications~~ is a privilege, not a right. Failure to follow the use procedures contained in this policy will ~~shall~~ result in the loss of the privilege to use these tools and restitution for costs associated with damages, and may result in disciplinary action and/or legal action. The ~~school~~ D~~d~~istrict may deny, revoke, or suspend access to D~~d~~istrict technology or close accounts at any time.

Staff members ~~are~~ ~~shall be~~ required to sign the D~~d~~istrict's Acceptable Use Agreement annually before the District permits the staff member's use of technology, including Internet or electronic communications accounts ~~shall be issued or access shall be allowed~~.

School District Makes No Warranties

The ~~school~~ D~~d~~istrict makes no warranties of any kind, whether expressed or implied, related to the use of D~~d~~istrict technology devices, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the D~~d~~istrict of the content, nor does the D~~d~~istrict make any guarantee as to the accuracy or quality of information received. The ~~school~~ D~~d~~istrict is not ~~shall not be~~ responsible for any damages, losses or costs a staff member suffers in using the technology ~~Internet and electronic communications~~. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the staff member's own risk.

Adopted January 2000
Revised June 2014; October 2, 2017; TBD

LEGAL REFS.: 20 U.S.C. 6751 *et seq. (Enhancing Education Through Technology Act of 2001)*
47 U.S.C. 254(h) *(Children's Internet Protection Act of 2000)*
47 U.S.C. Part 54, Subpart F *(Universal Support for School's and Libraries)*
C.R.S. 22-87-101 *et seq. (Children's Internet Protection Act)*
C.R.S. 24-72-204.5 *(monitoring electronic communications)*

CROSS REFS.: EGAEA, Electronic Communication
AC, Nondiscrimination/Equal Opportunity

NOTE: While Colorado school districts are not required by law to adopt an exhibit on this subject, CASB believes this sample contains the content/language that reflects "best practices." However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Staff Use of Technology Acceptable Use Agreement

Staff Member

I have read, understand, and will abide by the District's policy on Staff Use of Technology. Should I commit any violation or in any way misuse my access to the District's technology devices, including use of the Internet and electronic communications, I understand and agree that my access privileges may be revoked and disciplinary and/or legal action may be taken.

I hereby release the District from all costs, claims, damages or losses resulting from my use of District technology devices, including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods or services.

The signing of this Acceptable Use Agreement is binding and indicates I have read the District's policy on Staff Use of Technology and understand its significance.

_____
Staff Member's Name (printed)

_____ _____
Staff Member's Signature Date

Adopted TBD

NOTE: Colorado school Boards are required by law to adopt a policy that requires screening of new and current employees for criminal activities. The screening provisions have been included in this sample policy. However, the Board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Professional Staff Recruiting/Hiring

Recruiting

The Board desires the superintendent to develop and maintain a recruitment program designed to attract and hold the best possible professional personnel in the District's schools.

It is the responsibility of the superintendent, with the assistance of other administrators, to determine the personnel needs of the District in general and of each individual school and to locate suitable candidates to recommend to the Board for employment. The search for good teachers and other professional personnel will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the diverse characteristics of the school system and the need for staff members of various backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed in the District's schools. Any present employee of the District may apply for a position for which they are licensed and/or meet other stated requirements.

Background Checks

Prior to hiring any person, in accordance with state law, the District must conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the District must comply with the Fair Credit Reporting Act and applicable state law.

Hiring

Discrimination in the hiring process on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, genetic information, age, or conditions related to pregnancy or childbirth is prohibited. See Board policy AC-E-1 for more information.

All candidates will be considered on the basis of their merits, qualifications, and the needs of the school District.

All interviewing and selection procedures will ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent.

Unless otherwise required by law, the final selection for nomination will be made only by the superintendent.

Appointment of Candidates

Nominations will be made at meetings of the Board of Education. The vote of a majority of the Board is necessary to approve the appointment of teachers, administrators, or any other employee of the school District. If there is a negative vote by the Board, the superintendent must submit a new recommendation to the Board for approval.

Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the District to the appropriate state agency.

Adopted April 1988
Revised November 1990; April 1996; July 16, 2012; August 2015; April 2018;
March 2, 2020; July 17, 2020; September 30, 2021; September 16, 2024; TBD

LEGAL REFS.: 15 U.S.C. 1681 *et seq. (Fair Credit Reporting Act)*
20 U.S.C. 6312 (c)(6) *(teacher licensure requirements under Every Student Succeeds Act)*
42 U.S.C. 653 (a) *(Personal Responsibility and Work Opportunity Reconciliation Act)*
28 C.F.R. 50.12 (b) *(notification requirements regarding fingerprints)*
C.R.S. 2-4-401 (3.4) *(definition of gender expression)*
C.R.S. 2-4-401 (3.5) *(definition of gender identity)*
C.R.S. 2-4-401 (13.5) *(definition of sexual orientation)*
C.R.S. 8-2-126 *(limits employers' use of consumer credit information)*
C.R.S. 8-2-131 *(employers prohibited from asking age-related questions on initial job applications)*
C.R.S. 13-80-103.9 *(liability for failure to perform an education employment required background check)*
C.R.S. 14-14-111.5 *(Child Support Enforcement procedures)*
C.R.S. 22-2-119 *(inquiries prior to hiring)*
C.R.S. 22-2-119.3 (6)(d) *(name-based criminal history record check – definition)*
C.R.S. 22-32-109 (1)(f) *(Board duty to employ personnel)*
C.R.S. 22-32-109 (1)(pp) *(annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)*
C.R.S. 22-32-109.7 *(duty to make inquiries prior to hiring)*
C.R.S. 22-32-109.8 *(non-licensed personnel – submittal of fingerprints and name-based criminal history record check)*
C.R.S. 22-32-126 *(principal's role in hiring and assignment)*
C.R.S. 22-60.5-114 (3) *(State Board can waive some requirements for initial license applicants upon request of school district)*
C.R.S. 22-60.5-201 *(types of teacher licenses issued)*
C.R.S. 22-61-101 *(prohibiting discrimination)*
C.R.S. 22-61-103 *(requirement for teacher's oath or written pledge)*
C.R.S. 22-63-201 *(licensure required)*
C.R.S. 22-63-202 *(employment contracts and mutual consent placement)*

C.R.S. 22-63-206 *(transfers)*
C.R.S. 24-5-101 *(effect of criminal conviction on employment)*
C.R.S. 24-34-301 (9) *(definition of gender expression)*
C.R.S. 24-34-301 (10) *(definition of gender identity)*
C.R.S. 24-34-301 (24) *(definition of sexual orientation)*
C.R.S. 24-34-402 (1) *(discriminatory and unfair employment practices)*
C.R.S. 24-34-402.3 *(discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)*
C.R.S. 24-72-202 (4.5) *(definition of personnel file in open records law)*
3 C.C.R. 708-1:40.2 *(definition of age-based bona fide occupational qualification)*

CROSS REFS.: AC-E-1, Nondiscrimination/Equal Opportunity
GBA, Open Hiring/Equal Employment Opportunity
GCKAA*, Teacher Displacement

NOTE 1: Specific procedures for background checks need to follow as a regulation. The regulations might also include specific procedures for making applications, for screening and for selection of candidates to be recommended to the Board.

NOTE 2: State law requires public school teachers to take an oath/affirmation or sign a written pledge that states the following: "I solemnly (swear) (affirm) (pledge) that I will uphold the constitution of the United States and the constitution of the state of Colorado, and I will faithfully perform the duties of the position I am about to enter." C.R.S. 22-61-103 (1). A person authorized to administer oaths in Colorado must administer the oath or affirmation, or the teacher must sign the pledge. C.R.S. 22-61-103 (2). The Colorado Department of Education has stated that a school district's hiring officials must ensure that teachers take the oath orally or in writing at the time of hiring or during the signing of the teacher's contract.

NOTE 3: State law requires school districts to annually distribute to employees "informational materials related to federal student loan repayment and student loan forgiveness programs, including updated materials received from the department of education." C.R.S. 22-32-109 (1)(pp). In addition to annual distribution, school districts must "distribute the informational materials to newly hired district employees as part of its employee orientation process." Id. Distribution to employees may be made via e-mail "or as part of a mailing or regular communication to employees" Id.

NOTE 4: For purposes of this policy, these terms have the following meanings:

- *"Race" includes hair texture, hair length, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).*
- *"Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id.*
- *"Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally*

attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-401 (13.5) and C.R.S. 24-34-301 (24).

- *"Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4) and C.R.S. 24-34-301 (9).*
- *"Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. 2-4-401 (3.5) and C.R.S. 24-34-301 (10).*

NOTE 5: In the case of school-based therapists, a school or school district may employ school-based therapists who are not licensed by CDE but hold a Colorado license for their profession to work in coordination with licensed special service providers to coordinate mental health support for students. If an eligible school-based therapist provides services to a student related to the student's IEP, the eligible school-based therapist must have qualifications consistent with the student's IEP. C.R.S. 22-60.5-218.

NOTE: Colorado school Boards are required by law to adopt a policy that requires screening of new and current employees for criminal activities. The screening provisions have been included in this sample policy. However, the Board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Support Staff Recruiting/Hiring

The Board will establish and budget for classified positions in the ~~school~~ Ddistrict on the basis of need and the financial resources of the District.

Recruiting

The recruitment and selection of candidates for these positions is the responsibility of the superintendent or designee who must confer with principals and other supervisory personnel in making a selection.

All vacancies will be made known to the present staff. Anyone qualified for a position may submit an application.

Background Checks

Prior to hiring any person, in accordance with state law, the District must conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the District must comply with the Fair Credit Reporting Act and applicable state law.

All applicants recommended for a position in the District must submit a set of fingerprints and information about felony or misdemeanor convictions as required by law. (This requirement does not apply to any student currently enrolled in the District applying for a job.) Applicants may be conditionally employed prior to receiving the fingerprint results.

Hiring

Discrimination in the hiring process on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, age, genetic information, or conditions related to pregnancy or childbirth is prohibited. See Board policy AC-E-1 for more information.

The Board will officially appoint all employees upon the superintendent's recommendation; however, temporary appointments may be made pending Board action.

Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the District to the appropriate state agency.

Current practice codified 1995
Revised: April 1996; August 2015; May 2018; March 2, 2020; July 17, 2020; September 30, 2021; September 16, 2024; TBD

LEGAL REFS.: 15 U.S.C. 1681 *et seq. (Fair Credit Reporting Act)*
42 U.S.C. 653 (a) *(Personal Responsibility and Work Opportunity Reconciliation Act)*
42 U.S.C. 2000ff *et seq. (Genetic Information Nondiscrimination Act of 2008)*
28 C.F.R. 50.12 (b) *(notification requirements regarding fingerprints)*
C.R.S. 2-4-401 (3.4) *(definition of gender expression)*
C.R.S. 2-4-401 (3.5) *(definition of gender identity)*
C.R.S. 2-4-401 (13.5) *(definition of sexual orientation)*
C.R.S. 8-2-126 *(limits employers' use of consumer credit information)*
C.R.S. 8-2-131 *(employers prohibited from asking age-related questions on initial job applications)*
C.R.S. 13-80-103.9 *(liability for failure to perform an education employment required background check)*
C.R.S. 14-14-111.5 *(Child Support Enforcement procedures)*
C.R.S. 22-2-119 *(duty to make inquiries prior to hiring)*
C.R.S. 22-2-119.3 (6)(d) *(name-based criminal history record check – definition)*
C.R.S. 22-32-109 (1)(f) *(Board duty to employ personnel)*
C.R.S. 22-32-109 (1)(pp) *(annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)*
C.R.S. 22-32-109.7 *(duty to make inquiries prior to hiring)*
C.R.S. 22-32-109.8 *(non-licensed personnel – submittal of fingerprints and name-based criminal history record check)*
C.R.S. 24-5-101 *(effect of criminal conviction on employment)*
C.R.S. 24-34-301 (9) *(definition of gender expression)*
C.R.S. 24-34-301 (10) *(definition of gender identity)*
C.R.S. 24-34-301 (24) *(definition of sexual orientation)*
C.R.S. 24-34-402 (1) *(discriminatory and unfair employment practices)*
C.R.S. 24-34-402.3 *(discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)*
3 C.C.R. 708-1:40.2 *(definition of age-based bona fide occupational qualifications)*

CROSS REFS.: AC-E-1, Nondiscrimination/Equal Opportunity
GBA, Open Hiring/Equal Employment Opportunity
GDA, Support Staff Positions

NOTE 1: Specific procedures for background checks, fingerprinting, and submission of child support information need to follow as a regulation. The regulation might also include specific procedures for making applications, for screening and for selection of candidates to be recommended to the Board.

NOTE 2: Federal law requires school districts to notify individuals fingerprinted that the fingerprints will be used to check the criminal history records of the Federal Bureau of Investigation (FBI). Districts must also notify fingerprinted applicants about the opportunity to challenge the accuracy of the information contained in the FBI identification record and the procedure to obtain a change, correction, or update of an FBI identification record. 28 C.F.R. 50.12 (b). Districts must retain documentation that this notification was provided. For sample notification and acknowledgment forms that meet these federal requirements, visit the Colorado Bureau of Investigation's website: https://www.colorado.gov/pacific/cbi/identification-unit.

NOTE 3: State law requires school districts to annually distribute to employees "informational materials related to federal student loan repayment and student loan forgiveness programs, including updated materials received from the department of education." C.R.S. 22-32-109 (1)(pp). In addition to annual distribution, school districts must "distribute the informational materials to newly hired district employees as part of its employee orientation process." Id. Distribution to employees may be made via email "or as part of a mailing or regular communication to employees" Id.

NOTE 4: For purposes of this policy, these terms have the following meanings:

- *"Race" includes hair texture, hair length, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).*
- *"Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id.*
- *"Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-401 (13.5) and C.R.S. 24-34-301 (24).*
- *"Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4) and C.R.S. 24-34-301 (9).*
- *"Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. 2-4-401 (3.5) and C.R.S. 24-34-301 (10).*

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

Instructional Resources and Materials

As the governing body of the District, ~~T~~the Board of Education is legally responsible for the selection of instructional materials, which includes library resources ~~all matter relating to the operation of district schools~~. Since the Board is a policymaking body, it delegates to the District's professional personnel the authority for the selection of instructional materials and library resources in accordance with this policy. ~~Responsibility for selecting and recommending materials shall be delegated to the professional trained staff employed by the district.~~

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

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

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

~~1. Provide materials that will enrich and support the curriculum and educational needs of students, taking into consideration the varied interests, abilities, learning styles and age.~~

~~2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.~~

~~3. Provide a background of information which will enable students to make intelligent judgments in their daily lives.~~

~~4. Provide materials representing different sides of controversial issues so that students may develop, with guidance, the practice of critical analysis.~~

~~5. Provide materials which realistically represent our diverse society and reflect the contributions made by all groups to our American heritage.~~

~~6. Place principle above personal opinion and reason above prejudice in the selection of instructional materials in order to insure a comprehensive media collection appropriate for students.~~

Adopted October 1989
Revised May 1996; Reviewed June 2005; TBD

LEGAL REFS.: ~~C.R.S. 22-1-104 (2)~~
C.R.S. 22-32-109 (1)(t) (Board duty to determine educational programs and prescribe textbooks)
C.R.S. 22-32-110 (1)~~(o),(p),(q),~~(r) (Board power to exclude immoral or pernicious materials and books)
C.R.S. 22-54-105 (1) (Budgeting for instructional supplies and materials)
C.R.S. 22-1-148 (Board must adopt policy regarding acquisition, retention, display, and use of library resources)

CROSS REFS.: DB, Annual Budget, and Subcodes
~~IB, Academic Freedom~~
~~IJJ, Textbook Selection and Adoption~~
~~IJK, Supplementary Materials Selection and Adoption~~
~~IJL, Library Materials Selection and Adoption~~
IMB, Teaching about Controversial~~/Sensitive~~ Issues and Use of Controversial Materials
KEC, Public Concerns/Complaints about Instructional Materials and Library Resources
Article 11, Master Agreement

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

Equal Educational Opportunities

Every student of this ~~school~~ District will have equal educational opportunities through programs offered in the ~~school~~ District regardless of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, ~~marital status,~~ national origin, religion, ancestry, or need for special education services. See Board policy AC-E-1 for more information.

This concept of equal educational opportunity will guide the Board and staff in making decisions related to school District facilities, selection of educational materials, equipment, curriculum, and regulations affecting students. Students with identified physical and mental impairments that constitute disabilities will be provided with a free appropriate public education, consistent with the requirements of federal and state laws and regulations.

In order to ensure that District programs are in compliance with applicable laws and regulations, the Board directs the superintendent or designee(s) to periodically monitor the following areas:

1. Curriculum and materials – review curriculum guides, textbooks, and supplemental materials for discriminatory bias.

2. Training – provide training for students and staff to identify and alleviate problems of discrimination.

3. Student access – review programs, activities, and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.

4. District support – ensure that District resources are equitably distributed among school programs including but not limited to staffing and compensation, facilities, equipment, and related matters.

5. Student evaluation instruments – review tests, procedures, and guidance and counseling materials for stereotyping and discrimination.

6. Discipline – review discipline records and any relevant data to ensure the equitable implementation and application of Board discipline policies.

Adopted August 1994
Revised August 18, 2008; December 2012; July 17, 2020; September 30, 2021; September 16, 2024; TBD

LEGAL REFS.: 20 U.S.C. §1681 *(Title IX of the Education Amendments of 1972)*

20 U.S.C. §1701-1758 *(Equal Educational Opportunities Act of 1974)*
29 U.S.C. §701 *et seq. (Section 504 of the Rehabilitation Act of 1973)*
C.R.S. 2-4-401 (3.4) *(definition of gender expression)*
C.R.S. 2-4-401 (3.5) *(definition of gender identity)*
C.R.S. 2-4-401 (13.5) *(definition of sexual orientation)*
C.R.S. 22-32-109 (1)(ll) *(Board duty to adopt written policies prohibiting discrimination)*
C.R.S. 22-32-109.1 (2) *(safe school plan to be revised as necessary in response to relevant data collected by the school district)*
C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)
C.R.S. 24-34-301 (9) (definition of gender expression)
C.R.S. 24-34-301 (10) (definition of gender identity)
C.R.S. 24-34-301 (24) (definition of sexual orientation)
C.R.S. 24-34-601 (unlawful discrimination in places of public accommodation)
C.R.S. 24-34-602 *(penalty and civil liability for unlawful discrimination)*

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
AC-E-1, Nondiscrimination/Equal Opportunity
JBB*, Sex-Based Harassment

NOTE: For purposes of this policy, these terms have the following meanings:

- *"Race" includes hair texture, hair length, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).*
- *"Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id.*
- *"Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-401 (13.5) and* C.R.S. 24-34-301(24).
- *"Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4) and C.R.S. 24-34-301(9).*
- *"Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. 2-4-401 (3.5) and C.R.S. 24-34-301 (10).*

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

Sexual ~~-Based~~ Harassment

The Board recognizes that sexual ~~-based~~ harassment can interfere with a student's academic performance and emotional and physical well-being and that preventing and remedying sexual ~~-based~~ harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn. In addition, sexual harassment is recognized as a form of sex discrimination and thus a violation of the laws which prohibit sex discrimination as addressed in the Board's policy concerning unlawful discrimination and harassment.

District's Commitment

The District is committed to maintaining a learning environment that is free from sexual ~~-based~~ harassment. It is a violation of policy for any staff member to harass students or for students to harass other students through conduct or communications of a sexual nature or to retaliate against anyone that reports sexual ~~-based~~ harassment or participates in a harassment investigation.

Sexual ~~-Based~~ Harassment Defined

Pursuant to Title IX of the Educational Amendments of 1972, "sexual ~~-based~~ harassment" means conduct on the basis of sex that satisfies one of more of the following:

1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);

2. Unwelcome conduct that~~, based on the totality of the circumstances, is subjectively and objectively offensive and~~ a reasonable person would determine is so severe, ~~or~~ pervasive, and objectively offensive that it effectively ~~limits or~~ denies a person~~'s ability to participate in or benefit from the~~ equal access to the school's education program or activity; or

3. Sexual assault, dating violence, domestic violence, or stalking.

~~Pursuant to state law, sex-based harassment means any unwelcome physical, verbal, pictorial, or visual conduct or communication directed at a student or group of students~~

~~based on sex, sexual orientation, gender identity, or gender expression. To be considered sex-based harassment, the conduct or communication must be objectively offensive, and must meet one or multiple of the following:~~

1. ~~A school employee conditioning education benefits, services, or opportunities on submission to the conduct or communication; (i.e., quid pro quo)~~

2. ~~A school employee making educational decisions affecting the student based on submission to, objection to, or rejection of the conduct or communication; or~~

3. ~~The conduct or communication unreasonably interferes with the student's access to their educational service or creates an intimidating, hostile, or offensive educational environment.~~

Reporting, Investigation, and Sanctions

Students are encouraged to report all incidences of sexual ~~-based~~ harassment to either a teacher, counselor, or principal in their school building and file a complaint, through the District's complaint process addressing sex-based discrimination. All reports and indications from students, District employees, and third parties must be forwarded to the Title IX Coordinator.

The District will initiate and conduct an investigation in accordance with the appropriate procedures addressing sex-based discrimination and sexual ~~-based~~ harassment. If the District determines an act does not qualify as sexual ~~-based~~ harassment under Title IX, it may still qualify as sexual ~~-based~~ harassment under state law and District policy, in which case the District will continue the investigation in accordance with the appropriate procedures (AC-R-1: students or AC-R-2: applicants, staff, and members of the public).

All matters involving sexual ~~-based~~ harassment reports must remain confidential to the extent possible as long as doing so is in accordance with applicable law and policy and does not preclude the District from responding effectively to the harassment or preventing future harassment. Filing a complaint or otherwise reporting sexual ~~-based~~ harassment will not reflect upon the individual's status or affect grades.

The District will take appropriate corrective action to make the harassed student whole by restoring lost educational opportunities~~;~~, prevent harassment from recurring~~;~~, or prevent retaliation against anyone who reports sexual ~~-based~~ harassment or participates in a harassment investigation. A formal report or finding of harassment will not be required before the District takes corrective action.

Notice and Training

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy and complaint procedures to all District schools and departments. All communications regarding this policy must be written in simple and age-appropriate language. The policy and complaint procedures must be referenced in student and employee handbooks, described in hard-copy notices posted at schools, and otherwise be made available to all students, staff, and members of the public through electronic or hard-copy distribution.

All students and District employees will receive periodic training related to recognizing and preventing sexual ~~-based~~ harassment. District employees must receive additional periodic training related to handling reports of sexual ~~-based~~ harassment. Training materials are available to the public on the District's website.

Adopted August 1994
Revised October 2015; July 17, 2020; August 12, 2024; TBD

LEGAL REF.: 20 U.S.C. 1681 *et seq. (Title IX of the Education Amendments of 1972)*
C.R.S. 22-32-109 (1)(ll) *(Board duty to adopt written policies prohibiting discrimination)*
C.R.S. 24-34-402 *(definition of "harass" in employment practices)*

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
~~AC-R, Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)~~
AC-R-1 Harassment and Discrimination Investigation Procedures for Students
AC-R2, Sexual ~~-Based~~ Discrimination and Sexual Harassment Investigation Procedures
AC-R-3, Sexual Harassment Investigation Procedures
AC-E-1, Nondiscrimination/Equal Opportunity (Sample Notice)
JLF, Reporting Child Abuse/Child Protection

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

Admission and Denial Of Admission

Admission

All persons age six and under 21 who have not graduated from high school or received any document evidencing completion of the equivalent of a secondary curriculum, and reside within the boundaries of this school District may be permitted to attend public schools without payment of tuition.

A birth certificate or other proof of legal age, as well as proof of residence, will be required by the school administration.

Students new to the District will be enrolled conditionally until records, including discipline records, from the schools previously attended by the student are received by the District. Notice of the conditional enrollment status of new students will be clearly indicated on all new student enrollment forms. In the event the student's records indicate a reason to deny admission, the student's conditional enrollment status will be revoked. The student's parent/guardian will be provided with written notice of the denial of admission. The notice will inform the parent/guardian of the right to request a hearing.

Denial of Admission

The Board of Education or the superintendent may deny a student admission to the schools of the District in accordance with applicable law.

The Board will provide due process of law to students and parents/guardians through written procedures consistent with law for denial of admission to a student.

The policy and procedures for denial of admission will be the same as those for student suspension and expulsion inasmuch as the same section of the law governs these areas.

Nondiscrimination

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

Adopted June 23, 1980
Revised December 1993; October 1999; May 2010; December 2012; December 2014; May 2018; July 17, 2020; September 30, 2021; September 16, 2024; TBD

LEGAL REFS.: C.R.S. 22-1-102 *(defines "resident")*
C.R.S. 22-1-102.5 *(defines "homeless child")*
C.R.S. 22-1-115 *(school age is any age over five and under twenty-one years)*
C.R.S. 22-2-409 *(notification of risk)*
C.R.S. 22-32-109 (1)(ll) *(Board duty to adopt policies requiring enrollment decisions to be made in a nondiscriminatory manner)*
C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)
C.R.S. 22-32-115 *(tuition to another school district)*
C.R.S. 22-32-116 *(non-resident students)*
C.R.S. 22-32-138 *(enrollment of students in out-of-home placements)*
C.R.S. 22-33-103 through 22-33-110 *(school attendance law)*
C.R.S. 22-33-105 (2)(c) *(requiring hearing to be convened if requested within 10 days after denial of admission or expulsion)*

CROSS REFS.: AC-E-1, Nondiscrimination/Equal Opportunity
JEB, Entrance Age Requirements
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)
JLCB, Immunization of Students

NOTE: For purposes of this policy, these terms have the following meanings:

- *"Race" includes hair texture, hair type, hair length, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).*
- *"Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id.*
- *"Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-401 (13.5) and C.R.S. 24-34-301 (24).*
- *"Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4) and C.R.S. 24-34-301 (9).*

"Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. 2-4-401 (3.5) and C.R.S. 24-34-301 (10).

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

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

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

Intra-District Choice/Open Enrollment

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

In implementing the open enrollment program, the D~~d~~istrict is not required to:

1. Make alterations in the structure of a requested school or make alterations to the arrangement or function of rooms within a requested school.

2. Establish and offer any particular program in a school if such program is not offered currently in such school.

3. Alter or waive any established eligibility criteria for participation in a particular program including age requirements, course prerequisites, and required levels of performance.

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

Open Enrollment and Transfers

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

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

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

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

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

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

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

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

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

Transportation

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

Military Children

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

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

Nondiscrimination

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

Special Education Students

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

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

Adopted June 23, 1980
Revised June, 1996; December 6, 2010; June 4, 2018; July 17, 2020; TBD

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

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

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

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

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

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

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

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

Inter-District Choice/Open Enrollment

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

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

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

1. Make alterations in the structure of the requested school or to the arrangement or function of rooms within a requested school to accommodate the enrollment request.

2. Establish and offer any particular program in a school if such program is not currently offered in such school.

3. Alter or waive any established eligibility criteria for participation in a particular program, including age requirements, course prerequisites, and required levels of performance.

4. Enroll any nonresident student in any program or school after the pupil enrollment count day.

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

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

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

Transportation

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

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

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

[or]

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

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

Military Children

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

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

Nondiscrimination

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

Special Education

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

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

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

Adopted July 1996
Revised December 2014; July 2018; July 17, 2020; TBD

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

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

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

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

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

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

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

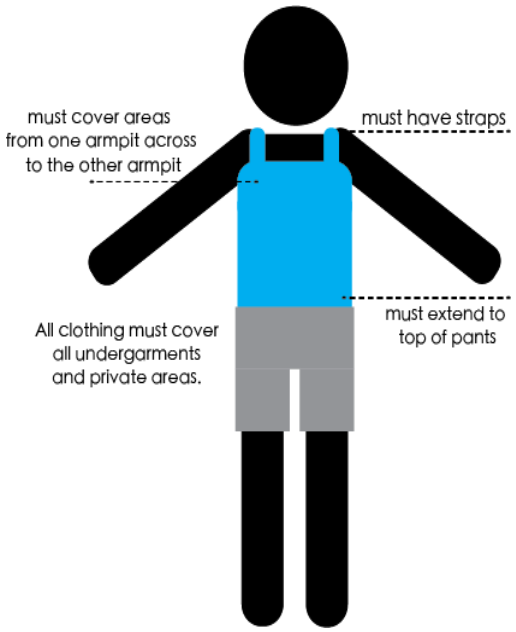
NOTE: Colorado school boards are required by law to adopt a student dress code that prohibits students from wearing apparel that is deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school, and a policy that allows students to wear recognized objects of cultural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

Student Dress Code

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

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

Minimum Requirements



1) Clothing must cover areas from one armpit across to the other armpit, all shirts must have 1 inch shoulder straps and extend to the top of pants. All clothing must cover all undergarments and private areas.

2) Shoes must be worn at all times and must be safe for the school environment. Slippers shall not be worn, except for school activities approved by the principal.

3) Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.

4) See-through, mesh, or undergarments must be worn with appropriate coverage underneath that meets the minimum dress code requirements.

Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that are not allowed:

- Refer to drugs, tobacco, alcohol, or weapons
- Are of a sexual nature
- By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior
- Are obscene, profane, vulgar lewd, or legally libelous
- Threaten the safety or welfare of any person
- Promote any activity prohibited by the student code of conduct
- Otherwise disrupt the teaching-learning environment

Minimum Requirements: The administration at each school reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or if the student refuses dress-code appropriate clothing.

Dress Code Infraction Procedure

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

First Offense

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

Second Offense

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

Third Offense

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

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

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

Unacceptable Items

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

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length

2. Sunglasses worn inside the building

3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and chest.

4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width straps may be addressed. Schools may set more stringent limits as appropriate.

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

5. Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:

- Refer to drugs, tobacco, alcohol, or weapons;
- Are of a sexual nature;
- By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior;
- Are obscene, profane, vulgar, lewd, or legally libelous;
- Threaten the safety or welfare of any person;
- Promote any activity prohibited by the student code of conduct;
- Otherwise disrupt the teaching-learning process.

Graduation Adornments

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

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

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

Exceptions

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

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

Adopted June 23, 1980
Revised October 8, 1984; April 16, 2001; November 2011; December 2012;
September 16, 2024; April 7, 2025; TBD

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

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

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

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

Violent and Aggressive Behavior

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

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

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

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

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

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

1. Possession, threat with, or use of a dangerous weapon - as described in the Board's weapons policy.

2. Physical assault - the act of striking or touching a person or that person's property with a part of the body or with any object with the intent of causing hurt or harm.

3. Verbal abuse - includes, but is not limited to, swearing, screaming, obscene gestures, or threats directed, either orally (including by telephone) or in writing (including by text, social media, or other electronic means), at an individual, their family, or a group.

4. Intimidation - an act intended to frighten or coerce someone into submission or obedience.

5. Extortion - the use of verbal or physical coercion in order to obtain financial or material gain from others.

6. Bullying - as described in the Board's policy on bullying prevention and education.

7. Gang activity - as described in the Board's secret societies/gang activity policy.

8. Sexual harassment or other forms of harassment - as described in the Board's sexual ~~based~~ harassment policy and nondiscrimination policy.

9. Stalking - the persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.

10. Defiance - a serious act or instance of defying or opposing legitimate authority.

11. Discriminatory slurs - insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, ~~marital status,~~ national origin, religion, ancestry, or need for special education services.

12. Vandalism - damaging or defacing property owned by or in the rightful possession of another.

13. Terrorism - a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.

Adopted November 7, 2011
Revised December 3, 2012; July 17, 2020; September 30, 2021; September 16, 2024; TBD

LEGAL REF.: C.R.S. 22-32-109.1 (1)(b) *(definition of bullying)*
C.R.S. 22-32-110 (1)(k) *(definition of racial or ethnic background includes hair texture, definition of protective hairstyle)*
C.R.S. 24-34-301 (9) *(definition of gender expression)*
C.R.S. 24-34-301 (10) *(definition of gender identity)*
C.R.S. 24-34-301 (24) *(definition of sexual orientation)*

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
JBB*, Sex-Based Harassment
JICDA, Code of Conduct
JICDE*, Bullying Prevention and Education
JICF, Secret Societies/Gang Activity
JICI, Weapons in School

NOTE: For purposes of this policy, these terms have the following meanings:

- *"Race" includes hair texture, hair length, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).*
- *"Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id.*

- *"Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-401 (13.5) and C.R.S. 24-34-301 (24).*
- *"Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4) and C.R.S. 24-34-301 (9).*
- *"Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. 2-4-401 (3.5) and C.R.S. 24-34-301 (10).*

NOTE: Colorado school districts are required by law to adopt a specific policy concerning bullying prevention and education (C.R.S. 22-32-109.1(2)(a)(I)(K)). Each school district must ensure that its policy, at a minimum, incorporates the approaches, policies, and practices outlined in the Colorado Bullying Prevention and Education Model Policy published by the Colorado Department of Education. This sample policy contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Bullying Prevention and Education

Statement of Purpose

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

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

Prohibited Behavior

- Bullying
  Retaliation against those reporting bullying and/or other behaviors prohibited by this policy
  Making knowingly false accusations of bullying behavior

Definitions

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

NOTE: 1 At the Board's discretion, the policy may state "or against whom federal and state laws prohibit discrimination upon the bases described in C.R.S. 22-32-109 (1)(ll)(I)" instead of listing the specific classes protected by federal and state discrimination laws.

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

False Aaccusations of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

Prevention and Intervention

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

1. To send a clear message to students, staff, parents, and community members that bullying and retaliation against a student who reports bullying will not be tolerated.

2. To train staff on an annual basis in taking proactive steps to prevent bullying from occurring, which includes but is not limited to, training on the bullying prevention and education policy, how to recognize and intervene in bullying situations, and positive school climate practices.

3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.

4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.

5. To foster a productive partnership with parents and community members in order to help maintain a bullying-free environment across settings.

6. To support targets of bullying through a layered continuum of supports that includes, but is not limited to, individual and peer counseling.

7. To help develop peer support networks, social skills, and confidence for all students.

8. To support positive school climate efforts that clearly define, teach, and reinforce prosocial behavior. This includes intentional efforts to promote positive relationships between staff and students as well as students with other students.

9. To designate a team of persons at each school who advise the school administration on the severity and frequency of bullying. The team of persons at the school may include, but need not be limited to, school resource officers, social workers, school psychologists, health professionals, mental health professionals, members of bullying prevention or youth resiliency community organizations, counselors, teachers, administrators, parents, and students.

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

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

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

NOTE 2: State law establishes a school bullying prevention and education grant program in the Department of Education. Under the program, a school or group of schools may apply for a grant to fund efforts to reduce the frequency of bullying incidents. C.R.S. 22-93-102.

Pursuant to the State Board of Education's rules for the grant program, districts that apply for the grant must adopt specific policies that include provisions for adequate due processes and safeguards for students accused of engaging in bullying behavior and other requirements that are already incorporated into this policy.
1 CCR 301-99, Rule 3.03.5.

For districts applying for a bullying prevention and education grant pursuant to the State Board rules, the following language is required. If the district does not intend to apply for this grant, the following policy language is optional.

[Required for the School Bullying Prevention and Education Grant Program; otherwise optional: The district's comprehensive program to address bullying will incorporate provisions for adequate due processes and safeguards for students accused of bullying behaviors, in accordance with applicable law and Board policy.]

Reporting

Any student who believes they have been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to a school administrator, counselor, or teacher.

Investigating and Responding

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

Supports and Referrals

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

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

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

Adopted December 2001
Revised November 2011; December 2012; July 17, 2020; September 30, 2021; February 28, 2022; September 16, 2024; TBD

LEGAL REF.: C.R.S. 22-32-109.1 (2)(a)(I)(K) *(policy required as part of safe schools plan)*

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
JB, Equal Educational Opportunities
JBB*, Sex-Based Harassment
JICDA, Code of Conduct
JICDD*, Violent and Aggressive Behavior
JICDE*-E-1, Bullying Report Form – Exhibit
JICDE*-E-2, Bullying Investigation Form – Exhibit
JICJ, Student Use of Cell Phones and Other Personal Technology Devices
JK, Student Discipline
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)
JLDAC, Screening/Testing of Students (And Treatment of Mental Disorders)

NOTE 3: For purposes of this policy, these terms have the following meanings:

- *"Race" includes hair texture, hair length, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).*
- *"Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id.*
- *"Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-4011 (13.5) and C.R.S. 24-34-301 (24).*

- *"Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4) and C.R.S. 24-34-301 (9).*
- *"Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. 2-4-401 (3.5) and C.R.S. 24-34-301 (10).*

NOTE: While Colorado school districts are not required by law to adopt an exhibit on this subject, CASB believes this sample contains the content/language that reflects "best practices." However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Bullying Investigation Form

Instructions: Attach all reports, documents, evidence, and written accounts of the alleged bullying incident(s) to this investigation form.

Date of Bullying Report: _____

Designated Administrator: _____

Date Designated Administrator Received Report: _____

Date Investigation Started: _____ Date Investigation Completed: _____

Investigator: _____ Position/Title: _____

I. Initial Review

Is the alleged bullying incident(s) within the school district's authority to investigate?
☐ Yes ☐ No *If No, notify the Complainant and provide resources for support. If Yes, move to next question.*

Is the alleged bullying incident(s) within the scope of this exhibit's accompanying policy?
☐ Yes ☐ No *If No, the report should be promptly investigated pursuant to the applicable Board policy. If Yes, promptly investigate the complaint pursuant to this exhibit's accompanying policy.*

If possible criminal conduct is involved, was law enforcement notified?
☐ Yes ☐ No ☐ N/A

Date: _____ Contact person: _____

Status, if known:

_____

_____

II. Bullying Report and Investigation Information

Name of Complainant: _____

Check one: ☐ Student ☐ Parent/Guardian ☐ Staff

☐ Other (please specify): _____

If a student, specify school and grade (optional): _____
If a parent/guardian or other, provide contact information: _____

_____

Is the Complainant the target of the alleged bullying being reported? ☐ Yes ☐ No

Does the Complainant wish to remain anonymous? ☐ Yes ☐ No

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

Name: _____ School: _____ Grade: _____

Name: _____ School: _____ Grade: _____

Name: _____ School: _____ Grade: _____

Person(s) reported as engaged in alleged bullying conduct (use reverse side if needed):

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Person(s) reported as having witnessed or knowledge about the alleged bullying (use reverse side if needed):

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Description of the alleged bullying incident(s), including date(s), time(s), location(s), methods (e.g., physical, verbal, written, electronic/social media, psychological, social, images or items displayed or worn, etc.), how often the incident(s) occurred, whether an imbalance of power exists between the target and the perpetrator/the relationships of the involved individuals, and whether the alleged bullying was based on any protected category under federal or state law or school board policy (use reverse side and/or additional pages if needed):

_____
_____
_____
_____
_____
_____
_____

Did the Complainant allege that the student(s) were the targets of the alleged bullying in any of the following way(s)? (Check all that apply.)

[ ] Electronic devices (e.g., internet, Social media platforms, text, email, cyber-bullying, etc.)

[ ] Written communication (e.g., email, handwritten notes, other written documents, etc.)

[ ] Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.)

[ ] Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.)

[ ] Social (e.g., purposeful exclusion, causing psychological harm, etc.)

[ ] Items depicting implied hatred or prejudice worn, possessed, or displayed

[ ] Other (please explain): _____

Did the Complainant allege that the alleged bullying incident(s) was based on any of the following characteristics? (Check all that apply; if yes, refer to the appropriate policy and procedure addressing nondiscrimination/equal opportunity or sexual harassment under Title IX.)

[ ] Race	[ ] Color	[ ] National Origin
[ ] Religion	[ ] Sex	[ ] Ancestry
[ ] Age	[ ] Military ~~Marital~~ status	[ ] ~~Military Status~~
[ ] Physical disability	[ ] Mental disability	[ ] Sexual orientation
[ ] Gender identity	[ ] Creed	[ ] Gender
[ ] Family Composition ~~status~~		

[ ] Association with a person or group with one or more of the above actual or perceived characteristics

[ ] Other (please specify): _____

Evidence of alleged bullying provided to the school or in the school's possession (e.g., school or bus surveillance video, cell phone video, photographs, digital images, emails, letters, written statements, notes, police reports, etc.) (attach all evidence):

Have there been any prior incidents of bullying (alleged or substantiated) involving any or all of the involved individuals?

Additional school staff, if any, involved in investigation:

Name: _____ Position: _____
Role in Investigation: _____

Name: _____ Position: _____
Role in Investigation: _____

Name: _____ Position: _____
Role in Investigation: _____

III. Special Education Review

Do any of the students involved in the alleged bullying incident(s) receive special education services under an IEP or a Section 504 Plan, or are any of the students in the process of being referred or evaluated for special education services? ***If Yes, refer to student's IEP or 504 Plan and contact special education director or Section 504 coordinator.***

☐ Yes ☐ No

Name: _____ Date of contact: _____

☐ IEP ☐ 504 ☐ Referral or Evaluation

Name: _____ Date of contact: _____

☐ IEP ☐ 504 ☐ Referral or Evaluation

Name: _____ Date of contact: _____

☐ IEP ☐ 504 ☐ Referral or Evaluation

IV. Interim Measures

Were any interim measures implemented for any of the involved students?
☐ Yes ☐ No

Student Name: _____ School: _____ Grade: _____
Description of interim measure (e.g., safety plan, duration, etc.) (attach documentation):

Student Name: _____ School: _____ Grade: _____
Description of interim measure (e.g., safety plan, duration, etc.) (attach documentation):

Student Name: _____ School: _____ Grade: _____
Description of interim measure (e.g., safety plan, duration, etc.) (attach documentation):

V. Findings

Summary of findings of the investigation (i.e., determine whether the alleged conduct did or did not constitute bullying or other prohibited behavior under this exhibit's accompanying policy; determine whether the alleged conduct adversely affected any of the involved students' education or educational environment; and why) (attach additional pages if needed):

IV. Parent/Guardian Notification

Document notification(s) to the students involved in the alleged incident(s) of bullying and their parents/guardians of the outcome of the investigation and any other information deemed appropriate by the investigator and designated administrator. The information may be provided, based on school District policy, procedures, and practice, as well as taking into consideration the circumstances of the matter, in the form of a written report or meetings with each student and the student's parents/guardians, and may include an overview of the investigation process, the findings of the investigation, and the actions taken to address the reported incident of bullying. ***Information shared with students and parents/guardians must be in accordance with applicable law and school Board policy.***

Student Name: _____ School: _____ Grade: _____
Parent/Guardian Contacted: _____
Staff Member (name and position/title): _____
Date(s) of Contact: _____
Type of Contact (phone, in person, email): _____
Summary of information provided, discussion, and next steps: _____

Student Name: _____ School: _____ Grade: _____
Parent/Guardian Contacted: _____
Staff Member (name and position/title): _____
Date(s) of Contact: _____
Type of Contact (phone, in person, email): _____
Summary of information provided, discussion, and next steps: _____

Student Name: _____ School: _____ Grade: _____
Parent/Guardian Contacted: _____
Staff Member (name and position/title): _____
Date(s) of Contact: _____
Type of Contact (phone, in person, email): _____
Summary of information provided, discussion, and next steps: _____

VI. Interventions

Interventions to address bullying may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, development of a safety plan, community-based services, and discipline. ***The school District should refer to its code of conduct and discipline policies and procedures for next steps regarding any disciplinary actions that may result from a bullying incident.***

Student Name: _____ School: _____ Grade: _____
Intervention: _____
Outcome: _____

Student Name: _____ School: _____ Grade: _____
Intervention: _____
Outcome: _____

Student Name: _____ School: _____ Grade: _____
Intervention: _____
Outcome: _____

VI. Recordkeeping

The bullying report, investigation checklist/documentation and evidence, written findings reports (if any), records of any responsive actions in accordance with applicable law, and any other records related to investigating the reported incident(s) of bullying and any responsive actions will be maintained in accordance with applicable law and school Board policy.

Checklist and documentation submitted to: _____

_____

_____

Date: _____

Investigator Signature: _____ Date: _____

Adopted May 4, 2020
Revised February 28, 2022; September 16, 2024

Student Use of Cell Phones and Other Personal Technology Devices

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

Student Use of Cell Phones and Other Personal Technology Devices

The Board of Education believes personal technology devices may be useful tools for students in the educational environment and can play a vital communication role during emergency situations. However, use of personal technology devices in school situations must be regulated to assure that the use of such devices does not disrupt or interfere with the educational process or school operations. Therefore, students may only use PTDs on Ddistrict property, on a Ddistrict vehicle or at a Ddistrict or school-sponsored activity or event in accordance with this policy.

For purposes of this policy, "personal technology device" (PTD) includes any privately-owned portable technology device, including but not limited to cell phones, pagers, tablets, laptops, cameras, watches, audio and/or video recorders and players, and all other hand-held electronic communication and data storage devices.

Students may use PTDs as a designated tool for learning if authorized by the student's teacher. It is the student's responsibility to ensure that the PTD is turned off or placed in silent mode during unauthorized times.

Student use of PTDs with cameras and/or video recording capabilities is prohibited in locker rooms, bathrooms or any other location where such use could violate another person's reasonable expectation of privacy.

Students shall not use PTDs to engage in, promote or facilitate any other conduct that violates the student code of conduct, other Board policies or regulations, or state or federal law.

Violation of this policy or any other Ddistrict, school or classroom rule or regulation on student use of PTDs may result in disciplinary measures including and/or temporary confiscation of the PTD. Confiscated devices shall be returned to the student only after a conference with the parent/guardian, student and school personnel. If the building principal or designee believes a student's possession or use of a PTD may involve a violation of the law, the building principal or designee may also refer the matter to law enforcement.

The Ddistrict is ~~shall~~ not be responsible for loss, theft or destruction of PTDs brought onto school or Ddistrict property or while the student is attending Ddistrict or school-sponsored activities or events.

Adopted May 19, 2008
Revised October 16, 2017; TBD

LEGAL REF.: C.R.S. 18-7-109 *(posting, possession or exchange of a private image by a juvenile)*

CROSS REFS.: JIC and subcodes, Student Conduct
JIH, Student Interrogations, Searches and Arrests
JK ~~and subcodes~~, Student Discipline
JS*, Student Use of the Internet and Electronic Communications

NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, CASB believes this sample contains the content/language that reflects "best practices." However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Student Concerns, Complaints and Grievances

Decisions made by school personnel which students believe are unfair or in violation of pertinent Board policies or individual school rules may be appealed to the principal or a designated representative or by following the specific appeal process created for particular complaints.

Grievance and investigation procedures are available for students to receive prompt and equitable resolution of allegations of discriminatory actions on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, ~~marital status~~, national origin, religion, ancestry, or need for special education services.

Adopted July 1996
Revised July 17, 2020; TBD

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
~~AC-R1, Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)~~
~~AC-R2, Sex-Based Discrimination and Sexual Harassment Investigation Procedures~~
AC-R-1, Harassment and Discrimination Investigation Procedures for Students
AC-R-2, Harassment and Discrimination Investigation Procedures for Employees, Applicants for Employment and Members of the Public
AC-R-3, Sexual Harassment Investigation Procedures
IHCDA, Concurrent Enrollment
JB, Equal Educational Opportunities
JBB*, Sexual Harassment
JICEA, School-Related Student Publications
JICEC*, Student Distribution of Noncurricular Materials

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

Administering Medicines to Students

School personnel may ~~shall~~ not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours.

Medication may be administered to students by school personnel whom a registered nurse has trained and delegated the task of administering such medication. For purposes of this policy, the term "medication" includes both prescription medication and nonprescription medication, but does not include medical marijuana.

Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy will be considered a violation of Board policy concerning drug and alcohol involvement by students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

NOTE: The following paragraph contains language stating that the Board has adopted a policy regarding the administration of medical marijuana to qualified students. State law requires school districts to allow "primary caregivers" to administer medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event. C.R.S. 22-1-119.3 (3)(d)(I). State law permits Boards to adopt a policy regarding "who may act as a primary caregiver" and establishing "reasonable parameters" upon the administration and use of medical marijuana. C.R.S. 22-1-119.3 (3)(d)(III). State law also permits schools to adopt policies authorizing designated school personnel to administer medical marijuana to qualified students. C.R.S. 22-1-119.3 (3)(d.5)(IV). Federal law regards any form of marijuana as a controlled substance. Given that federal law regards marijuana as illegal, CASB highly recommends that the Board adopt a policy establishing parameters upon caregiver administration of medical marijuana to qualified students and prohibiting staff administration of medical marijuana, unless the staff member is the student's parent/guardian. That way, the Board's policies will be consistent and clear regarding when and how the administration of medical marijuana to qualified students is permitted.

The administration of medical marijuana shall be in accordance with the Board's policy on administration of medical marijuana to qualified students.

The term "nonprescription medication" includes but is not limited to over-the-counter medications, homeopathic and herbal medications, vitamins and nutritional supplements.

NOTE: CASB sample policy JLCDB, Administration of Medical Marijuana to Qualified Students, defines "medical marijuana" as cannabis products with a THC concentration greater than 0.3 percent, in accordance with state and federal law. As a result, administration of cannabis products with a THC concentration of 0.3 percent or less to students is covered by this policy, not CASB sample policy JLCDB*. As provided below, a local Board of Education may elect to limit the*

administration of a nonprescription cannabis product with a THC concentration of 0.3 percent or less to only those products that have been approved by the federal Food and Drug Administration.

Medication may be administered to students only when the following requirements are met:

1. Medication shall be in the original properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, and name of the prescribing health care practitioner shall be printed on the container.

2. The school must ~~shall~~ have received written permission from the student's parent/guardian to administer the medication to the student and either:

    a. written permission to administer the medication from the student's health care practitioner with prescriptive authority under Colorado law; or

    b. a standing medical order, if the medication is an over-the-counter medication such as Advil or Tylenol.

3. The parent/guardian shall be responsible for providing all medication to be administered to the student, unless it is an over-the-counter medication such as Advil or Tylenol.

Our current policy does not include the optional language.

[Optional language if Board elects to limit the administration of nonprescription medications to those approved by the federal Food and Drug Administration (FDA):

4. The nonprescription medication is a product that has been approved by the federal Food and Drug Administration (FDA).]

NOTE: State law permits local Boards of Education to adopt a policy authorizing a student to possess and self-administer any medication prescribed by a licensed health care practitioner on school grounds, upon a school bus, or at any school-sponsored event. C.R.S. 22-1-119.3; 1 CCR 301-68, Rule 6.00. However, such policy must prohibit students from possessing or self-administering medical marijuana on school grounds or at any school-sponsored event. C.R.S. 22-1-119.3 (3)(c). A Board that chooses to adopt such a policy is then exempt from the requirements of the Colorado Schoolchildren's Asthma, Food Allergy, and Anaphylaxis Health Management Act (the "Act"). C.R.S. 22-1-119.3 (5).

This sample policy does not permit students to self-carry any prescription medication and instead reflects the Act's requirements for self-administration of medication for asthma, allergy or anaphylaxis only. Districts should consult with their own legal counsel if they wish to permit students to self-carry and self-administer any prescription medication.

Self-Administration of Medication for Asthma, Allergies or Anaphylaxis

A student who is prescribed medication by a licensed health care practitioner may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition, or other condition for which the medication is prescribed. ~~A student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition.~~ Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication shall be in accordance with the regulation accompanying this policy.

Authorization for a student to possess and self-administer medication, for the purposes described above, ~~to treat the student's asthma, food or other allergy, anaphylaxis or other related, life-threatening condition~~ may be limited or revoked by the school principal after consultation with the school nurse and the student's parent/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

Use of Stock Epinephrine Auto-Injectors in Emergency Situations

The D~~d~~istrict will ~~shall~~ have a stock supply of emergency use epinephrine ~~auto-injectors~~ for use in emergency anaphylaxis events that occur on school grounds. Any administration of a stock epinephrine emergency use epinephrine ~~auto-injector~~ to a student by a D~~d~~istrict employee must ~~shall~~ be in accordance with applicable state law, including applicable State Board of Education rules.

The D~~d~~istrict's stock supply of emergency use epinephrine ~~auto-injectors~~ is not intended to replace student-specific orders or medication provided by the student's parent/guardian to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition.

~~Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy shall be considered a violation of Board policy concerning drug and alcohol involvement by students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.~~

Optional language if Board elects to stock "opioid antagonists" (i.e. naloxone) and allow district staff to administer opioid antagonists to students, staff or others in emergency situations:

Use of Stock Opioid Antagonists

The District will have a stock supply of opioid antagonists to assist a student, district employee, or any other person who is at risk of experiencing, or is experiencing, an opioid-related drug overdose event. For purposes of this policy, an opioid antagonist means naloxone hydrochloride or any similarly acting drug that is not a controlled substance and that is approved by the federal Food and Drug Administration (FDA) for the treatment of a drug overdose.

Administration of an opioid antagonist by a District employee to a student or any other person must be in accordance with applicable state law. In addition, it is encouraged that the District provide training to those administering an opioid antagonist.

Adopted June 23, 1980
Revised June 2, 2014; November 5, 2018; March 2, 2020; TBD

LEGAL REFS.: C.R.S. 12-38-132 *(delegation of nursing tasks)*
C.R.S. 12-38-132.3 *(school nurses - over-the-counter medication)*
C.R.S. 22-1-119 *(no liability for adverse drug reactions/side effects)*
C.R.S. 22-1-119.1 *(Board may adopt policy to acquire a stock supply of opioid antagonists)*
C.R.S. 22-1-119.3 (3)(c), (d) *(no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)*
C.R.S. 22-1-119.5 *(Colorado Schoolchildren's Asthma, Food Allergy, and Anaphylaxis Health Management Act)*
C.R.S. 22-2-135 *(Colorado School Children's Food Allergy and Anaphylaxis Management Act)*
C.R.S. 24-10-101 *et seq. (Colorado Governmental Immunity Act)*
1 CCR 301-68 *(State Board of Education rules regarding student possession and administration of asthma, allergy and anaphylaxis management medications or other prescription medications)*
6 CCR 1010-6, Rule 6.13 *(requirements for health services in schools)*

CROSS REFS.: JICH, Drug and Alcohol Involvement by Students
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)
JLCDA*, Students with Food Allergies
JLCDB*, Administration of Medical Marijuana to Qualified
JLCE, First Aid and Emergency Medical Care

NOTE: The Colorado Department of Education (CDE), in collaboration with various school districts and other organizations, has created numerous guidelines regarding medication administration in the school setting. These guidelines are available on CDE's website.

NOTE: While Colorado school districts are not required by law to adopt a regulation on this subject, this regulation reflects legal requirements school districts must follow. This sample regulation contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate procedures that meet local circumstances and needs.

Administering Medication to Students

If under exceptional circumstances a student is required to take medication during school hours, only the school nurse or the nurse's designee may administer the medication to the student in compliance with the following regulation. In the alternative, the parent/guardian may come to school to administer the medication.

1. All directives of the accompanying policy shall be followed.

2. Written orders from the student's health care practitioner with prescriptive authority under Colorado law shall be on file in the school stating:

   a. Student's name;
   b. Name of medication;
   c. Dosage;
   d. Purpose of the medication;
   e. Time of day medication is to be given;
   f. Anticipated number of days it needs to be given at school;
   g. Possible side effects.

3. The medication must ~~shall~~ be brought to school by an adult and in a container appropriately labeled by the pharmacy or health care practitioner.

4. An individual record must ~~shall~~ be kept of medications administered by school personnel.

~~5.~~ Medication must ~~shall~~ be stored in a clean, locked cabinet or container. Emergency medications (such as epinephrine) must be inaccessible to students, but immediately available to trained school personnel and not in a locked cabinet ~~shall be kept in a secure location accessible to designated school staff~~.

Unless these requirements are met, medication will not be administered to students at school.

Self-Administration of Medication for Asthma, Allergies or Anaphylaxis

A school may ~~shall~~ permit a student to possess and self-administer medication, such as an inhaler or epinephrine, or other prescription medication, if all of the following conditions are met:

1. Written authorization signed by the student's health care practitioner must be on file with the school which shall include the student's name; the name, purpose, prescribed dosage, frequency, and length of time between dosages of the medication(s) to be self-administered; and confirmation that the student has been instructed and is capable of self-administration of the medication.

2. The school nurse or school administrator, in consultation with the school nurse, the student's health care practitioner, and the student's parent/guardian collaborate to make an assessment of the student's knowledge of his or her condition and ability to self-administer medication.

3. A written statement signed by the student's parent/guardian must be on file with the school, which shall include permission for the student to self-administer his/her medication and a release from liability for any injury arising from the student's self-administration of such medication.

4. A written contract between the school nurse, school administrator, the student, and the student's parent/guardian must be on file with the school, assigning levels of responsibility to the student's parent/guardian, student, and school employees.

A treatment plan authorizing a student to possess and self-administer medication for asthma or anaphylaxis is ~~shall be~~ effective only for the school year in which it is approved.

A student must ~~shall~~ report to the school nurse or designee or to some adult at the school immediately after the student uses an emergency use epinephrine auto-injector during school hours. Upon receiving such report from a student, the school nurse, designee, or other adult will provide appropriate follow-up care to the student, which shall include making a 911 emergency call.

Revised June 15, 2009; May 7, 2012; June 2, 2014; TBD

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

Screening/Testing of Students ~~(~~and Treatment of Mental Disorders~~)~~

Parents/guardians and eligible students have the right to review any survey, assessment, analysis or evaluation administered or distributed by a school to students whether created by the District or a third party. For purposes of this policy, "eligible student" means a student 18 years of age or older or an emancipated minor. Any survey, assessment, analysis or evaluation administered or distributed by a school to students will be subject to applicable state and federal laws protecting the confidentiality of student records.

Survey, Assessment, Analysis, or Evaluation for Which Consent is Required

Except as otherwise permitted by law, students will not be required to submit to a survey, assessment, analysis, or evaluation that is intended to reveal information, whether the information is personally identifiable or not, without prior written consent of the parent/guardian or eligible student, if that survey, assessment, analysis, or evaluation reveals information in the following areas ("protected information"):

1. P~~p~~olitical affiliations or beliefs of the student or the student's parent/guardian;
2. M~~m~~ental or psychological conditions of the student or the student's family;
3. S~~s~~exual behavior or attitudes;
4. I~~i~~llegal, anti-social, self-incriminating, or demeaning behavior;
5. C~~c~~ritical appraisals of other individuals with whom the student has a close family relationship;
6. L~~l~~egally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. R~~r~~eligious practices, affiliations or beliefs of the student or the student's parent/guardian;
8. I~~i~~ncome (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program) ;

9. Ssocial security number.

School personnel responsible for administering any such survey, assessment, analysis or evaluation will give written notice at least two weeks in advance to the student's parent/guardian or the eligible student and will make a copy of the document available for viewing at convenient times and locations. The notice will offer to provide the following written information upon request:

1. Rrecords or information that may be examined and required in the survey, assessment, analysis or evaluation;

2. Tthe means by which the records or information will be examined, reviewed, or disseminated;

3. Tthe means by which the information is to be obtained;

4. Tthe purposes for which the records or information are needed;

5. Tthe entities or persons, regardless of affiliation, who will have access to the information; and

6. Aa method by which a parent/guardian can grant or deny permission to access or examine the records or information.

These notice provisions also apply to any survey, analysis or evaluation funded by the U.S. Department of Education.

Exceptions to Policy

Nothing in this section of the policy will:

1. Pprevent a student who is working under the supervision of a journalism teacher or sponsor from preparing or participating in a survey, assessment, analysis or evaluation without obtaining consent as long as such participation is not otherwise prohibited by law;

2. Bbe construed to prevent a District employee from reporting known or suspected child abuse or neglect as required by state law;

3. Bbe construed to limit the ability of a health professional that is acting as an agent of the school District to evaluate an individual child;

4. Bbe construed to require parental notice or consent for a survey, assessment, analysis or evaluation related to educational products or services for or to students or educational institutions. These products and services include, but are not limited to, the following:

    a. Ccollege or other postsecondary education recruitment or military recruitment activities;

    b. Bbook clubs, magazines and programs providing access to low-cost literary products;

    c. Ccurriculum and instructional materials used by District schools;

    d. Ttests and assessments used by District schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;

    e. Tthe sale by students of products or services to raise funds for school-related or education-related activities;

    f. Sstudent recognition programs.

5. Bbe construed to require parental notice or consent for assessments used to collect evidence of what a student knows and is able to do and to measure a student's academic progress toward attaining the District's academic standards;

6. Llimit the ability of the District to administer a suicide assessment or threat assessment.

Surveys, Assessment, Analysis or Evaluation for Marketing Purposes

Parents/guardians and eligible students will receive notice and have the opportunity to opt a student out of activities involving the collection, disclosure or use of personal information collected from the student for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose.

Annual Notice

At the beginning of each academic year, the District will inform parents/guardians and eligible students that the parent/guardian or eligible student has the right to consent before students are required to submit to a survey that concerns one or more of the protected areas and to opt out of the following:

1. Aactivities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information;

2. Tthe administration of any protected information survey; or

3. Aany non-emergency, invasive physical examination or screening (other than a hearing, vision or scoliosis screening) that is:

    a. Rrequired as a condition of attendance;

    b. Aadministered by the school and scheduled by the school in advance; and

    c. Nnot necessary to protect the immediate health and safety of the student or of other students.

Psychiatric/Psychological/Behavior Testing Methods or Procedures

School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used. Prior to conducting any such testing, school personnel will obtain written permission from the parent/guardian or eligible student in accordance with applicable law.

School personnel are encouraged to discuss concerns about a student's behavior with the parent/guardian, and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns that school personnel may have. Only those persons appropriately certified or licensed may expose students to any psychiatric or psychological method or procedure for the purpose of diagnosis, assessment or treatment of any emotional, behavioral or mental disorder or disability. Such methods or procedures may only be performed after acquiring written permission from a student's parent or guardian, or from the student in those circumstances in which federal or state law allows the student to obtain such services in confidence or without prior notice to the parent/guardian.

Licensed school personnel are encouraged to be knowledgeable about psychiatric or psychological methods and procedures but will not be involved in any diagnosis, assessment or treatment of any type of mental disorder or disability unless appropriately certified. In accordance with state law, school personnel including certified school psychologists are not authorized to practice psychotherapy or utilize any psychiatric or psychological procedure outside of or beyond their area of training, experience or competence.

Ordinary classroom instruction, activities and techniques involving the approved curriculum that teach about psychological or psychiatric methods or procedures will be permissible and considered outside the scope of this policy. It is understood that there is a significant difference between practicing therapy and providing activities that may be therapeutic in nature. Any teacher who questions whether a planned activity is one involving psychiatric or psychological methods or procedures for which the teacher may not be properly certified or licensed will consult with the school principal.

Special Education Evaluation

The giving of parental permission for evaluation or re-evaluation of a student with disabilities and any required consent to the provision of special education services to a student with disabilities is governed by state and federal law and is outside the scope of this policy.

Adopted July 1996
Revised April 2000; February 7, 2006; September 17, 2012; March 2, 2020; August 12, 2024; TBD

LEGAL REFS.: 20 U.S.C. 1232g *(Family Education Rights and Privacy Act)*
20 U.S.C. 1232h *(rights of students and parents to inspect instructional materials and give prior consent for certain surveys, analysis and evaluation)*
~~C.R.S. 12-43-202.5 *(minor who is 12 years of age or older may consent to psychotherapy without parent/guardian consent, subject to specific requirements)*~~
C.R.S. 13-22-101 *(18 is age of competence for certain purposes)*
C.R.S. 22-1-123 *(district shall comply with federal law on protection of pupil rights; Colorado provisions regarding survey, assessment, analysis and evaluation of students)*
C.R.S. 22-32-109 (1)(ee) *(duty to adopt policy prohibiting personnel from ordering behavior tests without parent permission)*
C.R.S. 22-32-109.2 *(screening and treatment of emotional/mental disorders or disabilities)*
C.R.S. 27-50-903 *(Sixth through Twelfth Grade Mental Health Screening Program)*
C.R.S. 27-65-103 *(voluntary applications for mental health services)*

CROSS REFS.: GBEB, Staff Conduct (And Responsibilities)
GCS, Professional Research and Publishing
IKA, Grading/Assessment Systems
JLCA, Physical Examinations of Students
JRA/JRC, Student Records/Release of Information on Students

LC, Relations with Education Research Agencies

NOTE 1: If a school district participates in the Mental Health Screening Program operated by the Colorado Behavioral Health Administration (BHA), the district must provide written notice within two weeks of the start of the school year to parents that a mental health screening will be conducted at school. This sample policy requires notification of all surveys at least two weeks prior to the survey, but if a district is participating in the Mental Health Screening Program, notification would likely need to be earlier. Districts that implement this survey may consider modifying their policy to reflect the earlier notification date for the Mental Health Screening Program.

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

Student Use of Technology ~~the Internet and Electronic Communications~~

Technology, which includes t~~T~~he Internet, ~~and~~ electronic communications, social media, applications and artificial intelligence tools, has ~~(email, chat rooms and other forms of electronic communication) have~~ vast potential to support curriculum and student learning. The Board of Education believes appropriate technology ~~they~~ should be used in schools as a learning resource to educate and to inform.

Use of technology ~~the Internet and electronic communications~~ requires students to think critically, analyze information, write clearly, use problem-solving skills and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals and locate material to meet educational and personal information needs.

Through the use of technology, ~~The Internet and electronic communications are fluid environments in which~~ students may access materials and information from many sources, including some that may be harmful to students. Although ~~While~~ it is impossible to predict with certainty what information students might locate or come into contact with, the D~~d~~istrict will ~~shall~~ take reasonable steps to protect students from accessing material and information that is obscene, pornographic, ~~child pornography~~ or otherwise harmful to minors, as defined by the Board. Students are ~~shall take~~ responsibility for their own use of D~~d~~istrict technology devices to avoid contact with material or information that may be harmful to minors. For purposes of this policy, "District technology device" means any District-owned computer, hardware, software, or other technology that is used for learning purposes and has access to the Internet.

Blocking or Filtering Obscene, Pornographic and Harmful Information

Technology that blocks or filters material and information that is obscene, pornographic, ~~child pornography~~ or otherwise harmful to minors, as defined by the Board, has been ~~shall be~~ installed on all District ~~each technology~~ devices having Internet or electronic communication access. ~~provided by the district that allows for access to the Internet by a minor, from any school location.~~ Students must ~~shall~~ report access to material and information that is inappropriate, offensive ~~obscene, child pornography, harmful to minors~~ or otherwise in violation of this policy to a ~~the supervising~~ staff member. If a student becomes aware of other students accessing such material or information, he or she must ~~shall~~ report it to a ~~the supervising~~ staff member.

No Expectation of Privacy

District technology devices are owned by the D~~d~~istrict and are intended for educational purposes at all times. Students ~~shall~~ have no expectation of privacy when using District technology devices

~~the Internet or electronic communications~~. The D~~d~~istrict reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of D~~d~~istrict technology devices, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through D~~d~~istrict technology devices ~~shall~~ remains the property of the ~~school~~ D~~d~~istrict.

Unauthorized and Unacceptable Uses

Students shall use D~~d~~istrict technology in a responsible, efficient, ethical and legal manner. Because technology and ways of using technology are constantly evolving, every unacceptable use of D~~d~~istrict technology devices cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

Note: The Board has discretion to determine which uses are unacceptable. The following list provides examples the Board may wish to consider.

~~No s~~Student must not ~~shall~~ access, create, transmit, retransmit or forward material or information:

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons;
- that is not related to D~~d~~istrict education objectives;
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings~~, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion~~;
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the D~~d~~istrict's nondiscrimination policies;
- for personal profit, financial gain, advertising, commercial transaction or political purposes;
- that plagiarizes the work of another ~~without express consent~~;
- that uses inappropriate or profane language ~~likely to be offensive to others in the school community~~;
- that is knowingly false or could be construed as intending to purposely damage another person's reputation;
- in violation of any federal or state law or D~~d~~istrict policy, including but not limited to copyrighted material and material protected by trade secret;
- that contains personal information about themselves or others, including information protected by confidentiality laws;

- ~~using another individual's Internet or electronic communications account without written permission from that individual~~;
- that impersonates another or transmits through an anonymous remailer;
- that accesses fee services without specific permission from the system administrator.

Security

Security on D~~d~~istrict technology devices is a high priority. Students who identify a security problem while using District technology devices ~~the Internet or electronic communications~~ must immediately notify a staff member ~~system administrator. Students should not demonstrate the problem to other users.~~ Logging on to the Internet or electronic communications as a system administrator is prohibited.

Students must ~~shall~~ not:

- use another person's password or any other identifier;
- gain or attempt to gain unauthorized access to D~~d~~istrict technology devices; or
- read, alter, delete or copy, or attempt to do so, electronic communications of other District technology devices ~~system~~ users.

Any user identified as a security risk, or as having a history of problems with technology, may be denied access to the Internet and electronic communications and/or District technology devices.

Safety

In the interest of student safety, the D~~d~~istrict will ~~shall~~ educate students about appropriate online behavior, including cyberbullying awareness and response~~;~~, interacting on social media; appropriate use of artificial intelligence ~~networking sites and in chat rooms~~, and other forms of direct electronic communications.

Students must ~~shall~~ not reveal personal information, such as home address or phone number, while using the Internet or electronic communications. Without first obtaining permission of a ~~the supervising~~ staff member, students must ~~shall~~ not use their last name or any other information that might allow another person to locate him or her. Students must ~~shall~~ not arrange face-to-face meetings with persons met on the Internet or through electronic communications.

Vandalism

Vandalism will result in cancellation of privileges and may result in legal action and/or school disciplinary action, including suspension or expulsion, ~~and/or legal action~~ in accordance with Board policy concerning suspension, expulsion and other disciplinary interventions. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the ~~school~~ D~~d~~istrict or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or

electronic communications, the data of another user, usage by another user, or Ddistrict-owned technology device. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

Artificial Intelligence

The District supports student use of Artificial Intelligence (AI) tools that enhance the District's commitment to high-quality learning. Generally, students may use AI tools for explaining concepts, exploring new topics of interest and seeking guidance on research directions. Students may be permitted to use AI tools on assignments if clearly stated in the assignment or specified by the teacher. However, students must not rely solely or primarily on AI tools in completion of coursework unless expressly authorized.

In any use of AI, students should be mindful that AI tools are prone to "hallucinations," false answers/information, or outdated, misleading and/or biased information. Thus, students must always verify information provided by AI tools using reliable sources such as textbooks, scientific papers and reputable educational websites.

Students should not upload or input any personal, confidential, propriety or sensitive information into any AI tool. Examples include passwords and other personal information such as names, likenesses, or social security, credit card or bank account numbers.

Specific acceptable and unacceptable uses of AI tools may vary based on new technological developments and students must follow the guidance of the District's administrators. Offenses or violations of this Policy will be addressed by the teacher and administrators.

Unauthorized Content

Students are prohibited from using or possessing any software applications, mobile apps or other content that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees.

Assigning Student Projects and Monitoring Student Use

The Ddistrict will make reasonable efforts to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers, and staff have a professional responsibility to work together to monitor students' use of technology ~~the Internet and electronic communications~~, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. Students must ~~shall~~ have specifically defined objectives and search strategies prior to accessing material and information using technology ~~on the Internet and through electronic communications~~.

Opportunities will ~~shall~~ be made available on a regular basis for parents to observe student use of technology ~~the Internet and electronic communications~~ in schools.

Student use of technology will be supervised by staff. Staff members assigned to supervise student use must ~~shall~~ have received training in technology ~~Internet and electronic communications~~ safety and monitoring student internet use.

Student Use is a Privilege

Use of technology ~~the Internet and electronic communications~~ demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of technology and District technology devices ~~the Internet and electronic communications~~ is a privilege, not a right. Failure to follow the use procedures contained in this policy will ~~shall~~ result in the loss of the privilege to use these tools and restitution for costs associated with damages, and may result in legal action and/or ~~school~~ disciplinary action, including suspension or expulsion, in accordance with Board policy concerning suspension, expulsion and other disciplinary interventions ~~and/or legal action~~. The ~~school~~ Ddistrict may deny, revoke or suspend access to Ddistrict technology or close accounts at any time.

Students and parents/guardians are ~~shall be~~ required to sign the Ddistrict's Acceptable Use Agreement annually before the District permits the student's use of technology, including Internet or electronic communications accounts ~~Internet or electronic communications accounts shall be issued or access shall be allowed~~.

School District Makes No Warranties

The ~~school~~ Ddstrict makes no warranties of any kind, whether express or implied, related to the use of Ddistrict technology devices, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the Ddistrict of the content, nor does the Ddistrict make any guarantee as to the accuracy or quality of information received. The Ddistrict is ~~shall~~ not be responsible for any damages, losses, or costs a student suffers in using technology ~~the Internet and electronic communications~~. This includes loss of data and service interruptions. Use of any information obtained via technology ~~the Internet and electronic communications~~ is at the student's own risk.

Adopted December 14, 2012
Revised TBD

LEGAL REFS.: 20 U.S.C. 6751 *et seq. (Enhancing Education Through Technology Act of 2001)*
47 U.S.C. 254(h) *(Children's Internet Protection Act of 2000)*
47 C.F.R. Part 54, Subpart F *(Universal Support for Schools and Libraries)*
C.R.S. 22-87-101 *et seq. (Children's Internet Protection Act)*

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
EGAEA, Electronic Communication
JB, Equal Educational Opportunities
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)

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

Public Concerns/Complaints about Instructional Materials and Library Resources

~~The Board is ultimately responsible for all curriculum and instructional materials including library books and recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the District's educational philosophy and goals.~~

The Board has approved principles governing the selection of all instructional materials including library books and has established policies pertaining to the selection process. However, the Board wishes to amplify its principles on the selection of books and other materials which present controversial topics or which for other reasons might be challenged.

Material that is challenged usually belongs to one of the three basic categories: religion, ideology or profanity/obscenity. Board policies regarding these areas will be as follows:

1. Religion - Factual, unbiased material on all major religions has a place in school libraries.

2. Ideologies - Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education, and other phases of life.

3. Profanity/obscenity - Materials shall be subjected to a test of literary merit by media specialists and teachers who will take into consideration the maturity of students and the standards of the community.

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:

1. The Board recognizes the right of an individual parent/guardian to request that his/her child not read a given book. When such a request is presented, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative materials meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and materials that the board has adopted.

2. The Board will ~~shall~~ not permit any individual or group to exercise censorship over instructional materials and library collections but recognizes that at all times a reevaluation of certain materials may be desirable. Should an individual or group ask to have any book or material withdrawn from school use, the following procedures will be followed:

a. The person who objects to the book or other material shall be asked to sign a complaint on a standard form on which that person will document the criticism. Any person requesting to have any book or material go through a reevaluation process must reside within the boundaries of Morgan County School District Re-3.

NOTE: The last sentence of number 3 was added July 17, 2023.

b. Following receipt of the formal complaint, the superintendent will ~~shall~~ provide for a reevaluation of the material in question.

c. The reevaluation will ~~shall~~ be based on the points offered above as well as the principles governing the selection of all instructional materials. Additionally, the Board wishes to emphasize that:

   i. A book will ~~shall~~ not be excluded because of the writer's race, sexual orientation, gender identity, gender expression, ~~or~~ nationality, or political or religious views.

   ii. The value of any book or other material will ~~shall~~ be judged as a whole, taking into account the purpose of the material rather than individual, isolated expressions or incidents in the work.

d. The superintendent or designee will ~~shall~~ review the complaint and reevaluation and will ~~shall~~ render a decision in the matter. Should the solution be unsatisfactory, the complainant may appeal the decision to the Board.

In summary, the Board assumes final responsibility for all books and instructional materials it makes available to students. The Board ~~It~~ holds its professional staff accountable for their proper selection. It recognizes rights of individual parents/guardians with respect to controversial materials used by their own children. It will provide for the reevaluation of materials in library collections upon formal request. On the other hand, students' right to learn and the freedom of teachers shall be respected.

NOTE: The last sentence is included in our current policy but is not included in the policy from CASB.

Adopted April 15, 2013
Revised July 17, 2023; TBD

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

CROSS REF.: IJ Instructional Resource and Materials
~~IJJ Textbook Selection and Adoption~~
~~IJK Supplementary Materials Selection and Adoption~~
IMB, Teaching about Controversial Issues and Use of Controversial Materials
FMEA Master Agreement

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

Public Conduct on District Property

Persons using or upon school D~~d~~istrict property, including all D~~d~~istrict buildings, parking lots, and any D~~d~~istrict vehicle used to transport students, shall not engage in the conduct described below.

Any person considered by the superintendent or designee to be in violation of this policy will ~~shall~~ be instructed to leave D~~d~~istrict property and law enforcement may be contacted. Any person who has engaged or D~~d~~istrict officials reasonably believe will engage in conduct prohibited by this policy may be excluded from D~~d~~istrict property.

The following conduct by any person is prohibited:

1. Any conduct that obstructs, disrupts, or interferes with or threatens to obstruct, disrupt, or interfere with D~~d~~istrict operations or any activity sponsored or approved by the D~~d~~istrict.

2. Physical abuse of or threat of harm to any person or school D~~d~~istrict property.

3. Damage or threat of damage to D~~d~~istrict property regardless of the location, or property of a member of the community when such property is located on D~~d~~istrict property.

4. Forceful or unauthorized entry to or occupation of D~~d~~istrict facilities, including both buildings and grounds.

5. Use, possession, distribution or sale of drugs and other controlled substances, alcohol, and other illegal contraband on D~~d~~istrict property, at D~~d~~istrict or school sponsored functions, on any D~~d~~istrict vehicle transporting students. For purposes of this policy, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine).

NOTE: The following paragraph contains language stating that the Board has adopted a policy regarding the administration of medical marijuana to qualified students. State law requires school districts to allow "primary caregivers" to administer medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event. C.R.S. 22-1-119.3 (3)(d)(I). State law permits Boards to adopt a policy regarding "who may act as a primary caregiver" and establishing "reasonable parameters" upon the administration and use of medical marijuana. C.R.S. 22-1-119.3 (3)(d)(III). State law also permits schools to adopt policies authorizing designated school personnel to administer medical marijuana to qualified students. C.R.S. 22-1-119.3 (3)(d.5)(IV). Federal law regards any form of marijuana as a controlled substance. Given that federal law regards marijuana as illegal, CASB highly recommends that the Board adopt a

policy establishing parameters upon caregiver administration of medical marijuana to qualified students and prohibiting staff administration of medical marijuana, unless the staff member is the student's parent/guardian. That way, the Board's policies will be consistent and clear regarding when and how the administration of medical marijuana to qualified students is permitted.

If, however, the administration of medical marijuana is in accordance with the Board's policy on administration of medical marijuana to qualified students, such possession shall not be considered a violation of this policy.

6. Distribution, manufacture or sale of controlled substances or the possession of controlled substances with the intent to distribute them within 1,000 feet of the perimeter of school grounds.

7. Entry onto ~~d~~District buildings or grounds by a person known to be under the influence of alcohol or a controlled substance.

8. Unlawful use of any tobacco product.

9. Possession of a deadly weapon on school property or in school buildings, unless such possession is in accordance with C.R.S. 18-12-105.5 or 18-12-214(3). For the purposes of this policy, "deadly weapon" means:

    a. a firearm, whether loaded or unloaded;

    b. a fixed blade knife with a blade that exceeds three inches in length;

    c. a spring-loaded knife or pocket knife with a blade exceeding three and one-half inches in length; or

    d. any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, a BB gun, a slingshot, bludgeon, nunchucks, brass knuckles, or artificial knuckles of any kind.

10. Profanity or verbally abusive language.

11. Violation of any federal, state or municipal law or Board policy.

Adopted October 1996
Revised May 2013; June 2015; November 5, 2018; March 2, 2020; TBD

LEGAL REFS.: 21 U.S.C. 860 *(crime to distribute or manufacture controlled substances within 1,000 feet of a school)*
C.R.S. 12-47-901 (1)(h) *(prohibits consumption of alcohol in any public place without a license or permit)*
C.R.S. 18-9-106 *(disorderly conduct)*
C.R.S. 18-9-108 *(disrupting lawful assembly)*

C.R.S. 18-9-109 *(interference with staff, faculty or students of educational institutions)*
C.R.S. 18-9-110 *(public buildings – trespass, interference)*
C.R.S. 18-9-117 *(unlawful conduct on public property)*
C.R.S. 18-12-105.5 *(unlawful carrying/possession of weapons on school grounds)*
C.R.S. 18-12-214 (3)(a) *(person with valid concealed handgun permit may have a handgun on school property as long as hand gun remains in his or her vehicle and if, while the person is not in vehicle, the gun is kept in a compartment and the vehicle is locked)*
C.R.S. 18-18-407 (2) *(crime to sell, distribute or possess with intent to distribute any controlled substance on or near school grounds or school vehicles)*
C.R.S. 22-1-119.3 (3)(c), (d) *(no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)*
C.R.S. 25-1.5-106 (12)(b) *(possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)*
C.R.S. 25-14-103.5 *(boards of education must adopt policies prohibiting tobacco and retail marijuana use on school property)*
C.R.S. 25-14-301 *(Teen Tobacco Use Prevention Act)*

CROSS REFS.: ADC, Tobacco-Free Schools
GBEB, Staff Conduct (And Responsibilities)
GBEC, Alcohol and Drug-Free Workplace
JICH, Drug and Alcohol Involvement by Students
JICI, Weapons in School
JLCDB*, Administration of Medical Marijuana to Qualified Students
KI, Visitors to Schools

NOTE: The exceptions in state law that permit possession of a deadly weapon on school property are that the person:

a. has legal authority to carry or possess a deadly weapon. C.R.S 18-12-105.5 (3).
b. is presenting an authorized public demonstration or exhibition for the school or an organized class. C.R.S. 18-12-105.5 (1).
c. is carrying out duties for the school district which require the use of a deadly weapon. C.R.S 18-12-105.5 (1).
d. is participating in an authorized extracurricular activity or on an athletic team. C.R.S. 18-12-105.5 (1).
e. has possession of the weapon for use in an approved educational program which includes but is not limited to any course designed for the repair and maintenance of weapons. C.R.S. 18-12-105.5 (3)(h).
f. is a school resource officer or peace officer on duty. C.R.S. 18-12-105.5 (3)(e).

File: JKA-E-1

Student Restraint Incident Report Form

Student: _____

School: _____

Date: _____

Time: _____

_____

Location: _____

Staff directly involved in restraint (include names and titles; attach supplemental statements, if any):

_____

_____

Witnesses (include names and titles):

_____

_____

Description of events immediately before the behavior occurred:

_____

_____

_____

Efforts/alternatives made prior to the use of restraint:

_____ Teaching interaction

_____ Offered self-control strategy

_____ Verbal de-escalation

_____ Other(s) (please describe): _____

_____

Type of restraint used:

_____

_____

Time restraint began: _____

Time restraint ended: _____

Chronological description of incident (include behavior, statements made, actions taken):

Resolutions:

_____ Student calm/reintegrated into classroom/educational programming

_____ Student calm/additional time provided for de-escalation outside of instructional setting

_____ Additional support requested (medical/mental health/parent/police)

_____ Other(s) (please describe): _____

Injuries or property loss/damage:

Persons notified of incident (include name, title, date and time notified):

Name and title of person writing report – Please print

Signature

Checklist	Date	Comments
If an injury to staff or student has occurred, submit student accident report and/or staff incident report.		
Building principal or designee verbally notify parent by end of the school day that the restraint was used.		
Conduct internal review of incident of restraint.		
Review documentation to ensure use of alternative strategies and recommend adjustments to procedures, if appropriate.		
If restraint was between one and five minutes, written notice given to parents on the day of the restraint		
If restraint was five minutes or more, verbal notice given to parent on the day of restraint, and written report emailed, mailed or faxed to parent within five calendar days of the use of restraint.		
If requested by parents or the school, convene a meeting (that may be an IEP, BIP or 504 meeting) to review the incident.		

Copies: parent, student's confidential file – required

Adopted April 17, 2023

Complaint Procedures and Regulations Regarding the Use of Restraint or Seclusion, 1 CCR 301-45, 2620-R-2.07

According to applicable rules of the Colorado State Board of Education, the following represents the process that must be followed when a student or the student's parent/guardian wishes to file a complaint about the use of restraint or seclusion by a District employee.

2.07(1) A student or a parent or legal guardian may file a complaint about the use of restraint or seclusion used by an employee or volunteer of a school or charter school of a school district or Board of Cooperative Services or any institute charter school by using the procedures established under this section 2.07.

2.07(2) Required Content of the Complaint: The Complaint must contain the following information:

2.07(2)(a) A statement that the employee or volunteer has violated a requirement regarding the use of restraints and an identification of the portion of the statute, rule, or regulation alleged to have been violated, if known by the complainant;

2.07(2)(b) The background information and facts on which the Complaint is based that identify persons, actions and/or omissions;

2.07(2)(c) The name and the residential address of the child against whom the alleged violation occurred;

2.07(2)(d) The name of the school that the child was attending when the alleged violation occurred;

2.07(2)(e) A proposed resolution of the problem to the extent known and available to the complainant at the time the Complaint is filed;

2.07(2)(f) The Complaint must allege that the violation(s) set forth in the Complaint occurred not more than one (1) year prior to the date that the Complaint is filed with the Colorado Department of Education (CDE);

2.07(2)(g) The signature and contact information (minimally, address and telephone number) for the complainant; and

2.07(2)(h) Written verification in a cover letter accompanying the Complaint that a complete copy of the Complaint and any attachments have also been mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES, or the Charter School Institute) serving the child.

2.07(3) The Complaint, including any attachments, must be mailed, hand-

delivered, or delivered by other secure method to the IDEA State Complaints:

IDEA Part B State Complaints Officer
Colorado Department of Education
Exceptional Student Leadership Unit, Dispute Resolution Office
1560 Broadway, Suite 1175
Denver, Colorado 80202

Additionally, as noted in paragraph 2.07(2)(h) above, a complete copy of the Complaint, including any attachments, must also be mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES or the Charter School Institute) serving the child.

2.07(4) Complaints involving children with disabilities

2.07(4)(a) If the State Complaints Officer determines that the Complaint alleges a violation of the IDEA or its implementing regulations in 34 CFR Part 300, then the Complaint shall be processed through CDE's IDEA dispute resolution process. In these cases, the State Complaints Officer shall also have the authority to investigate and process a Complaint alleging improper use of seclusion and restraints in accordance with the timelines and procedures outlined in these rules.

2.07(4)(b) If the State Complaints Officer determines that the Complaint does not meet the criteria under section 2.07(4)(a), he or she shall refer the Complaint to the Restraint Complaints Officer (RCO) within five (5) calendar days of receiving the Complaint and shall notify the complainant in writing of this referral.

2.07(4)(c) Nothing in this subsection shall require the complainant to submit an additional Complaint directly to the RCO.

2.07(5) The Complaint shall be considered properly filed with the Department when it is received in CDE's Dispute Resolution Office and satisfies paragraph 2.07(2) above. A Complaint, once filed, will not be accepted for investigation if the CDE does not have jurisdiction (i.e., authority) to investigate; or if the Complaint does not set forth sufficient grounds on which to grant relief.

2.07(6) Within ten calendar (10) days of receipt of the Complaint, the RCO shall decide to accept or reject the Complaint for investigation and notify the complainant in writing. If the Complaint was sent via mail, the RCO's decision shall be postmarked by the 10th day. If the Complaint is accepted, the RCO shall:

2.07(6)(a) Notify the complainant of receipt and acceptance of the Complaint;

2.07(6)(b) Notify, by certified or overnight mail, the public education agency of each and every allegation contained in the Complaint together with a complete copy of the Complaint; and

2.07(6)(c) Initiate an investigation concerning the allegations contained in the Complaint.

2.07(7) Complaint Timelines:

2.07(7)(a) Response: Within fifteen (15) calendar days of receiving the RCO's notification of the Complaint, the public education agency may file a Response to the Complaint allegations and provide information which it deems necessary or useful for the RCO to consider in conducting a thorough investigation. If the public education agency fails to timely respond to an allegation, the RCO may, in his/her sole discretion, deem the allegation admitted.

The Response is due by 5:00 p.m. on the date due. The public education agency shall provide any written Response to the RCO and also a complete copy of the Response, including any attachments, to the complainant unless doing so would violate relevant laws regarding confidentiality. The public education agency shall provide the RCO with a legible copy of the written tracking receipt which verifies that a complete copy of the Response, including any attachments, was sent by certified or overnight mail to the complainant.

2.07(7)(b) Reply: Within ten (10) calendar days of delivery of the response, the complainant may file a written Reply to the Response, including any attachments, in support of his/her position. The complainant shall provide any written Reply to the RCO at the address identified in paragraph 2.07(3), above, and also provide the RCO by 5:00 p.m. on the date due with written verification that a complete copy of the Reply, including any attachments, was also mailed or hand-delivered to the public education agency.

The Response and Reply must be delivered by 5:00 p.m. on the date due to the office of the RCO and not merely postmarked by the due date. If the Response or Reply is untimely, the RCO may, within his or her sole discretion, refuse to consider the late document.

2.07(7)(c) Timeline Extensions: If the RCO finds that exceptional circumstances exist with respect to a particular Complaint, the RCO may, in his or her sole discretion, extend for a reasonable period of time, any of the timelines set forth in these Complaint procedures. Any request and extension of a timeline must occur prior to expiration of the timeline and shall be documented in a written order issued by the RCO prior to the expiration of the timeline and mailed to the parties. The RCO does not have authority to extend the regulatory statute of limitations of one (1) year described in Section 2.07(2)(f) above.

2.07(7)(d) If one or more due dates in the process fall on a weekend or a state holiday, the due date shall be the next calendar day following a weekend or state holiday if the due date is on a weekend or state holiday.

2.07(8) Complaint Investigations:

2.07(8)(a) The Complaint investigation may include, but is not limited to: an onsite investigation; request(s) that the complainant or public education agency provide additional information; and request(s) to review records in the possession of either party.

2.07(8)(b) Any time after a Complaint is filed and before the Complaint is resolved, the RCO may recommend a public education agency to undertake immediate action in an extraordinary situation when it is imperative to do so in order to protect the rights, health or safety of any student.

2.07(8)(c) The CDE, through the RCO, shall have sixty (60) calendar days from the date of receipt of the properly filed Complaint, to resolve the Complaint. The parties may mutually agree to extend the sixty (60) calendar day time limit in order to engage in voluntary mediation. Any extension of the Decision due date will be set by the RCO to a date certain as per section 2.07(7)(c), above.

2.07(9) Complaint Resolution:

2.07(9)(a) The RCO shall issue a written decision which details the findings of fact and conclusions of law unless the issues have been previously resolved. Based upon a finding that a public education agency has failed substantially to comply with state laws and regulations for the use of restraint, the RCO will, as part of the resolution of the Complaint, make recommendations to the public education agency of remedial actions that may be taken in order to come into compliance with applicable law and regulations, (e.g., technical assistance and training activities).

2.07(9)(b) The RCO shall have no authority to require corrective action by the public education agency, including but not limited to compensatory education for the child who is the subject of the complaint, monetary reimbursement, or attorney fees.

2.07(9)(c) The decision of the RCO shall be final.

Adopted April 17, 2023

Morgan County School District Re-3
District Support Center
715 West Platte Avenue
Fort Morgan, Colorado 80701

Student Restraint Incident Report Form

(This form is to be used for all physical restraints lasting five minutes or more and for all seclusions. An incident report must be completed for <u>each</u> seclusion or physical restraint used within a single school day.)

This report is to be completed in accordance with Morgan County School District RE-3 policy JKA-R, "Use of Physical Intervention and Restraint," specifically documentation requirements outlined in section F.4.

Student Name: _____

School: _____

Date of Restraint: _____

Time Start/Stop: _____

Location (ex: hallway, classroom):_____

Staff directly involved in administering restraint (include names and titles; attach supplemental statements, if any):

Witnesses of restraint (include names and titles):

Description of events immediately before the behavior occurred (antecedents to behavior, if known):

Chronological description of incident (include behavior, statements made, actions taken):

Efforts made to de-escalate and alternatives that were attempted prior to the use of restraint (Check all those that apply. If none could be used due to the emergent nature of behavior, explain why):

- ☐ I provided alternative choices the student could make.
- ☐ I encouraged the student to "stop & think" before acting.
- ☐ I provided reminders about consequences.
- ☐ I tried to distract the student with verbal exchange (e.g., humor, conversation, etc.).
- ☐ I attempted to guide the student to use calming strategies (e.g., deep breath, counting, etc.)
- ☐ I removed the stimuli (e.g., another student) that triggered the response.
- ☐ I redirected the student with another task.
- ☐ I provided time away from class.
- ☐ Other: (specify and describe below)

Type of restraint used (i.e., type of physical hold or nature of seclusion used):

Time restraint began: _____

Time restraint ended: _____

Duration of restraint: _____

For seclusion incidents, was the door opened or closed?: _____

Specific description of the emergency situation (i.e., the serious, probable, imminent threat of bodily harm to self or others when there is the present ability to effect such bodily harm) that necessitated use of restraint:

- ☐ Imminent serious bodily injury to themselves
- ☐ Imminent serious bodily injury to others
- ☐ Imminent serious bodily injury to themselves and others
- ☐ Imminent serious property destruction leading to imminent serious bodily harm to self
- ☐ Imminent serious property destruction leading to imminent serious bodily harm to others

Identify nature of the imminent bodily injury:

Resolution of the incident:

_____ Student calm/reintegrated into classroom/educational programming

_____ Student calm/additional time provided for de-escalation outside of instructional

setting

_____ Additional support requested (medical/mental health/parent/police)

_____ Other(s) (please describe): _____

Injuries or property loss/damage that occurred, if any, and any medical or first aid care provided, as appropriate:

Persons notified of incident (include name, title, date and time notified):

Name and title of person writing report – Please print: _____

_____

Signature **Date Completed**

_____

Delivery Confirmation:

- **Date Written Notice Given to Parent/Legal Guardian:** _____
- **Method of Delivery:**
  - [ ] Emailed (Email Address: _____)
  - [ ] Mailed (Address: _____)
  - [ ] Faxed (Fax Number: _____)
- **Staff Member Delivering/Sending Notice:** _____
- **Title of Staff Member:** _____
- **Contact Information of Staff Member:** _____

Copies Required:

- One copy to Parent/Legal Guardian
- One copy to be placed in the student's confidential educational record
- One copy to the Special Services Office

Adopted [Date]
4900-1862-5623, v. 1

Morgan County School District Re-3
District Support Center
715 West Platte Avenue
Fort Morgan, Colorado 80701

Written Notification of Brief Restraint Incident

(This form is to be used for physical restraints lasting more than one minute but less than five minutes.)

This written notice is provided in accordance with Morgan County School District RE-3 policy JKA-R, "Use of Physical Intervention and Restraint." If a student is restrained for more than one minute but less than five minutes, written notice must be given to the student's parent or legal guardian on the day of the restraint. The written notice shall include the date of restraint, student's name, and the number of times the student was restrained that day. Should you have questions, please feel free to contact the staff member listed below.

Student Information:

- **Student's Name:** _____
- **Date of Restraint:** _____
- **Number of times the student was restrained this day due to behavior that created an emergency situation(s):** _____

Delivery Confirmation:

- **Date Written Notice Given to Parent/Legal Guardian:** _____
- **Name of Parent/Legal Guardian who received this notice:** _____
- **Method of Delivery:**
  - [ ] Hand-delivered
  - [ ] Emailed (Email Address: _____)
  - [ ] Mailed (Address: _____)
  - [ ] Other (Please specify: _____)
- **Staff Member Delivering/Sending Notice:** _____
- **Title of Staff Member:** _____
- **Contact information of Staff Member:** _____

4917-8023-3303, v. 1

Copies Required:

- One copy to Parent/Legal Guardian
- One copy to be placed in the student's confidential educational record
- One copy to the Special Services Office

Morgan County School District Re-3
District Support Center
715 West Platte Avenue
Fort Morgan, Colorado 80701

Review of Specific Incident of Restraints Form
(This form is to be used to debrief incidents of restraint and seclusion.)

Within two (2) school days of use of restraint or seclusion, a debriefing meeting attended by appropriate staff, including staff involved in the incident, must occur. Participants should include: Special Education Coordinator, School Principal, Special Education Case Manager, other staff involved, and the School Psychologist. The purpose of the meeting is to review the incident, ascertain whether appropriate procedures were followed, and minimize the future use of restraint as outlined in District Regulation JKA-R Section G. Those attending shall review the applicable Restraint Incident Report.

Student Name:	**Date of Incident:**	**School:**
Teachers/Staff Involved:		
Type of Restraint Used	☐ Physical Restraint	☐ Seclusion
Length of Restraint	**Begin Time:**	**End Time:**

Was the parent verbally notified as soon as possible, but no later than the end of the school day when the restraint occurred?

Date Notified Verbally:

☐ Yes ☐ No

Was a written report provided to the parent within the required timeline?

Brief Restraints (1:00 – 4:59 minutes) – Written notice required on the same day of restraint
All Restraints exceeding five minutes and all seclusions – Written notice required within 5 calendar days of restraint

☐ Yes ☐ No

Was the principal provided with a written report completed by school staff within one school day?

☐ Yes ☐ No

Were the staff member(s) involved in the restraint appropriately trained?

☐ Yes ☐ No

Review the circumstance of this restraint to confirm an emergency (serious, probable, imminent threat of bodily harm to self or others where there was the present ability to effect such bodily harm) existed.

Morgan County School District Re-3

District Support Center

715 West Platte Avenue
Fort Morgan, Colorado 80701

Is there documentation of an emergency in this situation?

☐ Yes ☐ No

Is there a description of precipitating incidents that necessitated restraint? (i.e., antecedents documented)

☐ Yes ☐ No

Is there a description of de-escalation techniques/interventions utilized and student response prior to restraint?

☐ Yes ☐ No

Is there a description of the restraint technique used and the outcome?

☐ Yes ☐ No

Recommendations for adjustment of procedures or for potential future incidents, if appropriate:

Were revisions made to the student's individualized education program, functional behavior analysis, or behavior intervention plan to reduce the possibility of future incidents occurring?

☐ Yes ☐ No

If yes, what changes were made?

Form Completed By: _____

Debriefing Date: _____ **Time**: _____

Morgan County School District Re-3
District Support Center
715 West Platte Avenue
Fort Morgan, Colorado 80701

Signatures of debriefing participants:

Copies Required:

- One copy to be placed in the student's confidential educational record
- One copy to the Special Services Office

Morgan County School District Re-3
District Support Center
715 West Platte Avenue
Fort Morgan, Colorado 80701

Parent Notification Regarding the Use of Restraint

Student Name: _____ School: _____

Date: _____ Student ID#_____ Grade:_____

One of the goals of your child's program is to teach more socially appropriate behavior. Achieving this goal includes teaching social skills, anger management, conflict resolution, and/or impulse control. Due to prior dangerous or potentially-dangerous behaviors exhibited by your child, it is anticipated that physical restraint and/or seclusion might be used in an emergency situation.

Physical restraint is the use of bodily physical force to limit a student's voluntary freedom of movement for more than one minute, and it typically involves some type of "hold." A hold used to protect a child or others from harm that lasts one minute or less is not a restraint. Seclusion is a form of restraint consisting of the placement of a student alone in a room or area from which egress is prevented; seclusion of any duration is a restraint.

If there is a need to use restraint:

1. It will only be used as a means to protect your child or others from a serious, probable, and imminent threat of bodily harm.
2. It will only be used after less restrictive alternatives have failed or if it is determined that such alternatives would be ineffective under the circumstances.
3. It will be administered only by staff who have received appropriate training. The staff who may be involved in administering restraint may be identified (by title) in your child's Behavior Intervention Plan.
4. Staff will continuously monitor your child's physical safety during any use of restraint, and opportunities to have the restraint removed will be provided if the child indicates a willingness to cease the violent or dangerous behavior, and every effort will be made to assist the child to regain self-control.
5. In all cases, restraint will be removed when it is determined that it is no longer necessary to protect the child or others. When seclusion is no longer necessary, staff will reintegrate the student or clearly communicate to the student that he/she is free to leave the area used for seclusion.
6. The school principal or designee will verbally notify you as soon as possible, but no later than the end of the school day, if restraint has been used. A review process will be conducted for each incident of restraint lasting longer than five (5) minutes or the use of seclusion. A written report following this review will be mailed, emailed, or faxed to you within five (5) calendar days. For brief restraints (restraints lasting more than one minute and less than five minutes), you will receive written notice of the restraint on the day it occurred.

I acknowledge that I am the parent/guardian of the child identified above; that I have received a copy of this notification regarding the use of restraint; that additional information regarding the use of restraint can be found in District Policy JKA and Regulation JKA-R; and that I can contact my child's case manager/special education teacher and/or the building principal with any questions or concerns or to request a meeting to discuss this notification.

_____ _____

Parent/Guardian signature: Date:

4930-2181-2823, v. 1

One copy each to Parent, Building Principal and Director of Special Services, and Student's confidential record.

Fort Morgan Middle School

Student Handbook Changes

2025-2026

TO: Rob Sanders and the Board of Education

FROM: Chad Unrein, Principal

DATE: June 17, 2025

RE: Student Handbook

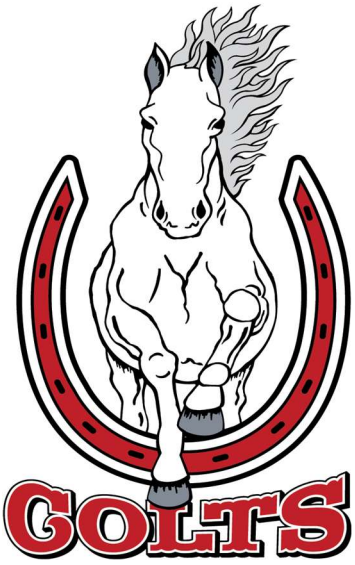
Below is a listing of the changes to our handbook. Please let me know if you have any questions.

Respectfully,

Chad Unrein, Principal

- Cover - Updated school year to 2025-2026.
- Page 8 – The first bell of the day will ring at 7:45 am, add Breakfast opens at 7:00 am daily.
- Page 9 - Updated Dates to Remember
- Page 10 - 12 – Updated Dress Code – Match district dress code
- Page 13 – Updated Electives Classes
    - Removed Drama
- Page 13 - 14– Modified Electronic Devices – Cell Phone policy
    a. Highlighted stored in backpack
    b. Updated consequences for violations:
- Page 14 – Electronic Literature Devices – Remove (outdated)
- Page 17 – Reward/ School Activity Qualifications:
    - Bullet one- added “Including cell phone violations

- Page 21 – MASH to IMASH
    - Added: Students who do not turn in their homework on the due date, will be expected to stay for IMASH. An email will be sent to parents/guardians that day, stating that their student did not turn in their homework, and they will be staying after school to complete the assignment. As soon as the assignment is completed, the students is free to go. Parents have the right to opt their student out of IMASH, by contacting the school.
    - Changed #4 to Supervised lunch~~: bring a sack lunch or money (ticket) to buy lunch.~~
- Page 23 – Student lockers
    - Add – If the school does not have enough lockers for all students, lockers will not be assigned and students will carry backpacks.
    - Updated paragraph to read:
- Page 24 – Tardy to classroom
    - Delete three (3)
    - Replace “loss of locker privileges” with detention
- Page 24 – Tardy to School (Morning Tardy)
    - 2) replace 60 minute detention to 30 minute detention.



Student Handbook

~~2024-2025~~

2025-2026

Fort Morgan Middle School
605 Education Ave.
Ft. Morgan, CO 80701

970-867-8253

FORT MORGAN MIDDLE SCHOOL
PARENT/STUDENT HANDBOOK

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Introduction

This handbook belongs to:

Name_____

Address_____

City_____ Zip Code_____

Phone_____

Mission Statement

MISSION STATEMENT

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

Administrative Protocol

CONVERSATIONS INVOLVING SENSITIVE MATTERS

The administration of Fort Morgan Middle School makes every effort to handle difficult situations appropriately, and to not make any individual feel unnecessarily uncomfortable, un-easy, or awkward.

If a student approaches an Administrator to discuss a topic that the Administrator determines is of a sexual or sensitive nature, that Administrator will conclude the discussion until a second Administrator or Counselor of the same gender as the student is available to be present for the discussion. Administrators will take steps to ensure that such discussions are minimally obtrusive and conducted in accordance with Board policy and applicable law.

Teachers will report any such conversations to building administration immediately.

CRIMINAL INVESTIGATIONS

Under Colorado law, Administrators may be required to report incidents of a criminal nature to the school resource officer.

Advance Program

This program exists as a support program and disciplinary alternative. It is located in the southwest corner of Lincoln School and features a computer-based learning system (Edgenuity), tutors, counselor and teacher. Referrals are made through the FMMS Administration.

Altered Schedule

FMMS believes the best education is one obtained within the academic team area and with student peers, but should a student have excessive compliance issues with FMMS and school district policy, his/her actions may require an altered schedule and in a more restricted environment. If a student is placed on an altered schedule, it may consist of the Advance Program, School within a School, or Homebound Instruction or a combination of these programs. Placing a student on an altered schedule can only occur through an administrative recommendation with input provided from FMMS staff members.

Asbestos Notification

Please see District Policy information on our website - fortmorgank12.com

Attendance

The purpose of this section is to outline parent and student responsibilities relative to Fort Morgan School District Attendance Policy and Procedures and Colorado State Statues.

Every child who has attained the age of six (6) years on or before August 1 of each year and is under the age of seventeen (17) is required to attend public school with such exceptions as provided by law. It is the parents' responsibility to ensure attendance.

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. A "habitually truant" shall be defined as a student of compulsory attendance age who has four total days of unexcused absences 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 a "habitual truant."

***If a child is absent for the day, he/she may not attend school functions for that day unless given permission from school administration.

Attendance Procedures

All absences are to be explained by a note which may be required to excuse the absence. If a note is not given to the office, it will be considered unexcused and potential consequences could be administered, i.e. SSI or Advance Time.

Attendance is the responsibility of the student, the parents, and the school. The importance of regular, daily attendance as a basis for academic achievement cannot be over-emphasized. Absences have a negative effect upon instructional continuity, regardless of the attempts to make up work. The school cannot teach pupils who are not present. The regular contact of the pupils with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital.

The following attendance procedures are established to accomplish the 95% attendance goal.

1. Attendance will be taken in each individual class throughout the day.
2. If students must be absent, the parent/guardian should call the school each day of the absence by 8:00 a.m.
3. Students may be required to bring a note with an explanation of the absence.
4. Students whose absences are at or are approaching unacceptable levels will be contacted by FMMS. Initial notification of a student's high absentee rate is simply intended to inform parents and students of their attendance status. Further absences and additional contacts should be construed as more severe in nature and may require additional documentation for future absences.

Absence Categories

EXCUSED ABSENCE

An excused absence is one deemed legitimate by the school and appropriately excused by the parent/guardian. Examples of excused absences include those caused by the following:

1. Illness or injury accompanied by a doctor's note
2. Court appearance or temporary custody of the court or law enforcement officials through no fault of the student
3. Religious observances
4. Reasons deemed appropriate by the school administration and appropriately excused by the parent/guardian

UNEXCUSED ABSENCES

Examples of unexcused absences include:

1. absences beyond normal or excessive.
2. without approval of the parent/guardian.
3. without pre-approval of the building administrator (only if excessive limits have been reached).
4. with no information pertaining to the absence. This absence is always treated as a truancy or unexcused until it is classified, so long as the matter is handled in a timely manner.
5. without a note or written documentation.
6. not pre-approved in the event of an extended vacation/event during school time.
7. continual or excessive appointments without administrative approval.
8. that occur if a child is absent during the day and attempts to attend an after-school function.

MAKE-UP WORK

Make-up work will be provided if the student is to miss three or more days of school. Parent/guardian and/or student are to contact the school to provide one (1) days' notice for teachers to collect assignments to be picked up in the office. Two days make-up time for each school day missed is the normal amount of time given for make-up work to be returned to teachers.

Alcohol, Tobacco and, Drugs

There is no tolerance for students who either possess or consume alcohol or drugs or possess drug paraphernalia at school, on school grounds, or at school activities. We cooperate with the police in enforcing all state and local laws. Whenever a student violates school and/or district policies relative to alcohol and drug use, expect very serious repercussions. Law enforcement officials will be contacted in any drug possession or use at school.

Students using or in possession of tobacco products or paraphernalia will be suspended and face other possible consequences. Possession and the use of tobacco products is not part of the school curriculum and are illegal for people under the age of 18. Paraphernalia includes (but not limited to) matches, pipes, lighters, hookah pens, e-cigarettes, tobacco storage devices, vape pens, THC edibles, and CBD oil. Law enforcement officials will be contacted in the event of a tobacco possession.

Bad Weather Consideration

Please see District Policy information on our website - fortmorgank12.com

Behavior Expectations

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT (P.B.I.S) PROGRAM

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. More importantly PBIS is NOT a curriculum, intervention, or practice, but IS a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Expectations: **Integrity; Effort; Respect; Responsibility**

Mission Statement: ***I am a person of integrity at Fort Morgan Middle School because I demonstrate effort, respect, and responsibility.***

Breakfast/Lunch Program

Please see District Policy information on our website - fortmorgank12.com

Bullying

FMMS will not tolerate any form of "Bully Behavior". *The textbook definition of bullying is: A person is being bullied or victimized when he/she is exposed repeatedly and over time, to negative actions on the part of one or more persons.* This a partial list of bully behaviors. It is by no means to be a complete list:

1. Shoving or pushing in a way to cause harm or intending to cause harm to others.
2. Name calling, words including vulgar words or racial slurs and others intended to cause harm.
3. Verbal threats, things like: "You watch your back" or "I'll get you after school."
4. Physical abuse, hitting, kicking, punching of people who cannot or will not fight back.
5. Rumor spreading, "messenger behavior" or spreading information to promote conflict and bully behavior.

6. Note writing and slam books, writing statements that are untrue or intended to hurt others and cause conflict.
7. Internet bullying through social media.

Candy and Snacks

Students are not permitted to chew, eat, distribute, candy, sunflower seeds, pop, flavored water, and/or other similar items ***on school grounds***. This is an effort to keep carpets, furniture, lockers, and facilities presentable and clean. Items in possession by students will be confiscated and thrown away by staff. Teachers may permit students to have such items for special classroom activities, but only with preapproval of the Principal.

Change of Address

Students are requested to report a change of address, telephone number, or change of family status to the main office. The office needs to keep an accurate record of each student.

Child Abuse Law

Please see District Policy information on our website - fortmorgank12.com

Children Leaving the Building

When you must leave the campus anytime during school hours, including lunch, you must check out in the attendance office. If you do not check out, whether the absence is excused by your parent/guardian, the absence will not be excused.

Commitments to Excellence

Please see District Policy information on our website - fortmorgank12.com

Community Service/Restitution

Service work within the school is utilized as a disciplinary tool. Students are assigned responsibilities related to building cleanliness or improvement that offer the opportunity to produce a positive result for the student's effort.

Daily Schedule

Classes begin at 7:50 a.m. and are dismissed at 3:50 p.m. daily. The first bell of the day will ring at 7:45 am allowing students into the building and participate in Breakfast After the Bell and transition to class. Breakfast opens at 7:00 daily.

Dates to Remember

Quarter Dates	Progress Report Dates	Report Card Dates	Parent Teacher Conference Dates
1st Quarter: Aug. 12th – Oct. 10th	September 11th	October 13th	October 13th
2nd Quarter: OCT. 14th – Dec. 19th	November 13th	January 8th	
3rd Quarter: Jan. 6th – March 6th	February 5th	March 19th	February 2nd
4th Quarter: Mar. 17th – May 28th	April 23rd	* June 3rd - June 6th	

***Parents must stop in to receive report cards as they will not be mailed to your residence.**

Detention

One of the discipline tools at Fort Morgan Middle School is a detention system. Students may earn detention time for violating school or team rules. Detention is served in the team areas with assigned staff members. Students that ride the bus are allowed 24 hours' notice before serving. Any student failing to serve detention time will have 30 minutes of additional time added to his/her total. Refusal to serve detention time can ultimately lead to the alteration of a student's schedule.

Student Dress Code

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

Minimum requirements: The administration at each school reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or if the student refuses dress-code appropriate clothing.

1) Clothing must cover areas from one armpit across to the other armpit, all shirts must have 1 inch shoulder straps and extend to the top of pants. All clothing must cover all undergarments and private areas.

2) Shoes must be worn at all times and must be safe for the school environment. Slippers shall not be worn, except for school activities approved by the principal.

3) Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.

4) See through, mesh, or undergarments must be worn with appropriate coverage underneath that meets the minimum dress code requirements.

Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that are not allowed:

- Refer to drugs, tobacco, alcohol, or weapons
- Are of a sexual nature
- By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior
- Are obscene, profane, vulgar lewd, or legally libelous
- Threaten the safety or welfare of any person
- Promote any activity prohibited by the student code of conduct
- Otherwise disrupt the teaching-learning environment

Board Policy: File: JICA

Dress Code Infraction Procedure

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

First Offense

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

Second Offense

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

Third Offense

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

Unacceptable Items

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

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length

2. Sunglasses worn inside the building

3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and chest.

4. Tank tops or other similar clothing with narrow straps may be addressed. Schools may set more stringent limits as appropriate.

5. Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:

- *Refer to drugs, tobacco, alcohol, or weapons*
- *Are of a sexual nature*
- *By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior*

Morgan County School District Re-3, Fort Morgan, Colorado Page 3 of 4

- *Are obscene, profane, vulgar, lewd, or legally libelous*
- *Threaten the safety or welfare of any person*
- *Promote any activity prohibited by the student code of conduct*
- *Otherwise disrupt the teaching-learning process*

Graduation Adornments

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

A student may adorn or replace the cap, gown, or stole customarily worn at their school

with traditional objects of tribal regalia and/or objects of cultural or religious significance. Adornments are something worn in addition to, but not replacing, graduation attire, and are not limited to decorating graduation caps. Tribal regalia or objects of cultural or religious significance means formal attire used in recognized practices and traditions of a certain group of people. Adornments cannot include any alphabetical letters other than the student's name or numerals other than the graduating class (e.g. Class of 2022). Other written statements, phrases, or slogans are not permitted.
Students may be required to request permission to wear an adornment in advance, and the District reserves the right to prohibit any adornments that are obscene, defamatory, fraudulent, profane, threatening, inappropriate, or disruptive or violate the dress code in any other manner. If it is determined that the adornment would cause a substantial disruption based on reliable evidence, the student's request may be denied. Students who wear adornments that have not been approved may be required to remove the adornment if the adornment is substantially disruptive.
Exceptions
Appropriate athletic clothing may be worn in physical education classes. Clothing normally worn when participating in school-sponsored extra-curricular or sports activities (such as cheerleading uniforms and the like) may be worn to school when approved by the sponsor or coach.
Building principals, in conjunction with the school accountability committee, may develop and adopt school-specific dress codes that are consistent with this policy.

***Staff and administration will handle additional situations and interpretations on an individual basis.*

Eighth Grade Continuation Ceremony

FMMS believes that one of our primary purposes is to provide the educational skills to guarantee your success at Fort Morgan High School and beyond. Students who are full time students, have at least **a 2.5 Cumulative Grade Point Average**, and have demonstrated acceptable behavior throughout their time at FMMS will be considered to attend an 8th Grade Continuation Ceremony near the end of the academic year. The conclusion of the middle school years warrants a celebration and we, as a school, would like to publicly recognize those deserving students.

Elective Classes

Our middle school continues to offer a wide variety of unified arts classes. When student interest and qualified staff are available, the following classes are offered:

BAND	MODERN BAND
DLI SPANISH (FULL YEAR)	ORCHESTRA

~~DRAMA~~	PHYSICAL EDUCATION
FINANCIAL LITERACY	SPANISH
HEALTH	STEM
HEALTHY CHOICES	STUDENT LEADERSHIP
HUMAN ANATOMY	VISUAL ARTS
INDUSTRIAL TECHNOLOGY	VOCAL MUSIC

Electronic Devices

CELL PHONES / PERSONAL LISTENING DEVICES

~~FMMS understands parents' wishes for their students to carry cell phones. Due to abuse of potential cell phone use during school hours – i.e., text messages during class and tests, listening to music during school hours, pictures taken in locker rooms, etc., FMMS will not allow cell phone or personal listening device use during school hours or at any time during our concerts (band, vocal, etc.) unless it is educational related. ***This means from the first bell of the day until the dismissal bell, all phones must be turned off and placed in student lockers.*** Inability to do so will result in items to be taken and kept in the office. **It is considered a violation of the cell phone policy if a student calls, texts, or messages through social media during school hours.**~~

- ~~First Offense, a parent/guardian must pick up the phone from the office. The phone will be given back to the parent/guardian and only the parent/guardian.~~
- ~~Second Offense, a parent/guardian will be required to meet with school administration to receive the phone and discuss future violations of the school policy.~~
- ~~Third Offense and future offenses: a parent/guardian must pick up the phone from the office. Students will be subject to disciplinary action which can include but not limited to detention, In-School Suspension, or Out-of-School Suspension.~~
- ~~Phones are the responsibility of the student, and FMMS is not responsible for lost or stolen cell phones.~~

To support a focused and uninterrupted learning environment, students are expected to keep their cell phones turned off and stored in their backpacks throughout the school day. **Students who are feeling ill must report to the nurse before contacting their parents. Any student who uses their cell phone to call or text a parent during school hours—regardless of the reason—will be considered in violation of this policy.** All communication during school hours must follow proper school procedures.

Policy Guidelines:

Cell phones must be turned off and stored in backpacks from the **7:45 AM bell until the 3:50 PM bell**.

Phones may not be used in classrooms, hallways, restrooms, or any other area of campus during this time unless given explicit permission by a staff member for educational purposes.

Consequences for Violations:

1. **First Offense:**

   - Student will receive an office referral.
   - Phone will be confiscated and returned only to a parent or guardian.

2. **Second Offense:**

   - Student will receive an office referral**.**
   - Student will serve a 1-hour after-school detention.
   - Phone will be returned to a parent or guardian.

3. **Third Offense:**

   - Student will receive an office referral**.**
   - Student will be assigned In-School Suspension (ISS) for one day.
   - Phone will be returned to a parent or guardian.

4. **Fourth Offense:**

   - Student will receive an office referral.
   - Student will receive a one-day Out-of-School Suspension (OSS).
   - This offense will be classified as a Habitually Disruptive Student, in accordance with Board Policies JK and JK-R.
   - Phone will be returned to a parent or guardian.

WIRELESS EARBUDS / WIRED EARBUDS / HEADPHONES

Earbuds and headphones may be used when deemed appropriate by the teacher for instructional purposes. All other times, the earbuds and headphones are to be treated the same as the cell phone policy above.

~~ELECTRONIC LITERATURE DEVICES~~

~~Electronic literature devices such as Nooks and Kindles will be allowed at FMMS, and the use of the devices will be at the discretion of the teachers. These devices are to be used for educational~~

~~purposes only. The devices are the responsibility of the student, and FMMS is not responsible for lost or stolen items.~~

OTHER ELECTRONIC DEVICES

- Cameras on cell phones capable of taking and transmitting electronic images (photo, etc.) are not to be used on the FMMS campus. Violations of privacy rights using such devices will result in severe consequences and may lead to criminal charges.
- Cameras are not permitted on campus unless given pre-approval by administration.
- Laser pointers are not permitted on campus and will be confiscated.
- Any personal video game will be confiscated and will follow the same procedure as other electronic equipment/phones.

Staff members are to confiscate prohibited equipment. The same process will be followed (as listed above) for repeated infractions of this rule. If an appropriate educational need exists for a student(s) to bring such electronic device to school, the student must receive advance administrative approval. Such devices are easy to lose, damage, or have stolen. **FMMS IS NOT RESPONSIBLE FOR LOST OR STOLEN DEVICES.**

Culturally and Linguistically Diverse (CLD) Programming

Morgan County School District Re-3 serves the needs of many English language learners. All buildings provide the services of an CLD teacher along with support from one or more teacher assistants.

Students may qualify for CLD programming if their Home Language Questionnaire indicates a Primary Home Language Other Than English (PHLOTE). Such students are evaluated using the WIDA ACCESS Placement Test (W-APT) to determine language proficiency. Instructional programming is then designed to support the student's language proficiency level. Instructional services may include "pull-out" support during which time students participate in small group instruction with the CLD teacher. "Structured Immersion" in the regular classroom is another means of serving English Language Learners whose needs are better served in this fashion. All instruction is conducted in English with translation support as needed and appropriate. Depending upon intensity of need, some students receive support from a teacher assistant during content area instruction.

Staff in all buildings is provided information from the CLD teachers outlining each student's language profile and teaching strategies appropriate for English language instruction. Extended learning opportunities are also available at all buildings which may include tutoring; supplemental and intervention instruction throughout the regular day; and/or summer school.

Extra-Curricular Events/Activities

Gifted/Talented	Brain Bowl	Field Trips
SADD Club	Craft Club	Music
Scrapbooking Club	Creative Club	Quarter Rewards
Spanish Spelling Bee	Partnership Programs	Science Fair
Spelling Bee	School Dances	Traditional Sports
	Yearbook	

Extra-Curricular Events/Activities Eligibility Requirements

Interscholastic activity — Any activity that involves a competition with another school(s).
Intramural activity — Any activity that involves only FMMS students.

Interscholastic Eligibility:
The eligibility requirements pertain to only the interscholastic activities provided by the Fort Morgan Middle School. Interscholastic activities are **any** activities which compete or participate with other school(s) that may or may not involve travel. All teachers report students' classroom grades from which a student eligibility report is created. The eligibility status begins on Tuesday and ends on Monday of the following week. Eligibility reports are created every week.

A student who appears on the "F" list two or more times will be ineligible for that week. A participant has one week to improve his/her grades. It is the responsibility of the teacher, coach, sponsor of the activity, parent, and the student to stay current with the eligibility list. (It is not possible for a student to become "eligible" in the middle of the week by handing in late work.)

Reward / School Activity Qualifications:
Students at FMMS can qualify for rewards and extra-curricular activities that are not governed through eligibility criteria (i.e., FMMS athletics). Reward criteria will be based on a quarterly basis and may have a shorter time as set by individual academic teams. All reward criteria will be communicated to the students so that they are aware of what criteria they need to meet for the reward / school activity. Student behavior resulting in an office referral with consequences will affect all reward / school activities that occur within each individual quarter. The following expectations may be, but are not limited to, qualifications for a rewards and school activities:

- Office referrals resulting in consequences for behavior – Including cell phone violations
- Refocus forms
- Grades
- GPAs
- Attendance / Tardy
- Library fines
- Overdue library books
- Student fines / fees
- Team specific expectations

*** If a child is absent for the day, he/she may not attend school functions for that day unless given permission from school administration.

Fighting

Fighting is inappropriate and not allowed on school district property or at school sponsored activities. If a student is involved in a fight with the intent to physically harm another, he/she will be suspended from school and possibly an expulsion hearing. Law enforcement officials will be contacted in the event of any fight.

Gang Behavior

Gangs are a public perception and real danger to schools. In the promotion of safe schools, the RE-3 Board of Education has established a policy of "zero tolerance." Fort Morgan Middle School has the following guidelines. Students will sign a cease-and-desist order detailing the inappropriate behavior and future consequences for the behaviors.

1. **A student promoting gangs may be suspended or recommended for expulsion on the first offense.**
2. **If gang promotion continues a second time during the year, the student will be recommended for expulsion.**

A gang is any group or individuals who interact at a high rate among themselves to the exclusion of others or groups, have a group name, claim a neighborhood or other territory, and engage in criminal and other antisocial behavior on a regular basis.

General Behavior

To ensure the safety of all students and welcoming learning environment, the following items or behaviors will not be allowed at Fort Morgan Middle School.

1. Skateboards are not allowed on school grounds. In the case that they are brought to school, the student will be asked to leave the item in the school office.
2. Public Display of Affection (PDA) is not appropriate in the educational setting. Students will be expected to be mature in their actions and behaviors--no holding hands, hugging, kissing, or similar behaviors will be allowed on school grounds.
3. Snowballs and ice are not allowed to be thrown on school grounds for the safety of all students. All snow should remain on the ground at all times.

Grading System

100% - 90%	= A
89% - 80%	= B
79% - 70%	= C
69% - 60%	= D
59% and below	= F

Teachers and the teams will establish and clearly communicate the grading scale to be used at the start of the school year. Parents are notified in advance and before a student can receive a failing grade, and the grade is to be permanently recorded in the student's record.

Homebound Instruction

In isolated incidents, a student may receive the assistance of a specified tutor. Arrangements will be made when and where the tutor and student can meet on a consistent basis. The core of instruction will center on a computer-based learning system (A+).

Homework

Often there is not enough time during the day for students to complete their required work. In these instances, students are expected to take the work home for completion. It is an expectation at FMMS to complete and turn in all assignments to the best of their abilities.

Immunization of Students

Please see District Policy information on our website - fortmorgank12.com

In-School Suspension/Social Skills Intervention

Social Skills Intervention is the temporary exclusion of a student from classes and all school activities. **During the period of his/her suspension, the student will not be allowed to attend or participate in any school activities** (pending administrative/coach/supervisor approval). During the school day the student will be placed in a supervised classroom. The following guidelines will be in effect:

1. Mandatory attendance.
2. Bring all textbooks, library books, and other schoolwork.
3. Complete schoolwork or be assigned work.
4. Supervised lunch.
5. No food or drink in room.
6. Stay seated.
7. No talking/visiting.
8. No sleeping.
9. No electronic devices.
10. Supervised, scheduled restroom breaks.
11. No participation in school activities before, during, or after school on SSI days. If absent, you must report to the SSI room to complete assigned intervention.

Key Terminology

ASSAULT:

Recklessness causing physical injury to another, intentionally placing another person in reasonable threat or imminent physical injury; touching another person with intent to injure, insult, or provoke.

DANGEROUS WEAPONS:

Dangerous weapons will include knives, guns, chains, clubs, brass knuckles, or any other similar articles which could be used to inflict or threaten harm.

EXTORTION:

Obtaining money or property by threat, force, or illegal use of authority.

FIGHTING:

Mutual or forced combat with potential for physical injury while at a Fort Morgan School District facility or event.

FIREWORKS:

Any item designed to burn, smoke, explode, or release fumes due to impact or other ignition.

INSUBORDINATION:
Willful refusal of a student to comply with a reasonable request of a staff member.

SUSPENSION:
Temporary removal of a student from a class, school, and/or school activities by an administrator.

THEFT:
Taking of property belonging to one person by another with the intent to keep it for him/herself.

THREAT/INTIMIDATION:
Use of disrespectful and/or profane verbal or non-verbal behavior to threaten, harass, or intimidate another person(s).

VANDALISM:
Willful or ignorant destruction or damage of property.

Legal Name

The school record is a legal document. To ensure the integrity of Fort Morgan Middle School records, correct and legal information must be used. The name on the school record is to match the name on the bona fide birth certificate.

Lunch/Breakfast Program

Please see District Policy information on our website - fortmorgank12.com

Eating Of School Lunches

** ALL STUDENTS ARE EXPECTED TO HAVE THEIR STUDENT ID WITH THEM EACH DAY ***

1. Students may bring a cold lunch if they so choose.
2. Students will be provided a school lunch, if they choose to eat at school.
3. Students should not eat school provided lunch items off of other student's trays.

EXCLUDED LUNCH OPTION (INCLUDING BUT NOT LIMITED TO):

1. Large bags of potato chips (or similar items) – individual/single servings will be permitted
2. Outside food delivered by parents during lunch (i.e.: McDonalds, Subway, Taco Bell, etc.)
3. Bags of candy
4. Suckers
5. Gum
6. Candy bars
7. Pop
8. Energy drinks

9. Selling of food items on school grounds / during lunch

CONFISCATION OF EXCLUDED LUNCH ITEMS:

1. Items will be taken to the office and available for pick up at the end of the school day by the student or parent.
2. Items not claimed will be discarded at the end of the week.

IM.A.S.H. (Immediate Mandatory After School Help)

FMMS is committed to ensure that all students remain in good academic standing. In order to give you, the students of FMMS every opportunity to succeed, we may mandate after-school attendance for extra attention to lack of academic progress. Certainly, all students are welcome any days before and after school, but some afternoons will be specifically set aside for academic assistance in order to improve your grades. Students who do not turn in their homework on the due date, will be expected to stay for IMASH. An email will be sent to parents/guardians that day, stating that their student did not turn in their homework, and they will be staying after school to complete the assignment. As soon as the assignment is completed, the students is free to go. Parents have the right to opt their student out of IMASH, by contacting the school.

Mandatory Reporting Policy

Please see District Policy information on our website - fortmorgank12.com

Medication Policy

Please see District Policy information on our website - fortmorgank12.com

Parent Notification

DETENTION

1. Possible teacher call to the parent/guardian.
2. Student calls to his/her parent/guardian.
3. Detention receipt

SOCIAL SKILLS INTERVENTION/IN-SCHOOL SUSPENSION (ISS)

1. Possible administrators call to the parent/guardian.
2. Possible letter sent home with the student regarding the concern/event.
3. Letter sent home through the postal service about the concern/event.

OUT-SCHOOL SUSPENSION (OSS)

1. Administrator or building designee will attempt to contact parent/guardian.
2. Possible letter sent home with the student and/or parent/guardian about the concern/event.
3. Letter sent home through the postal service about the concern/event.

EXCESSIVE TARDIES

1. Conference with student and parent/guardian with administration.

ALTERED SCHEDULE

1. Conference with student and parent/guardian with administration.

Parents Right to Know

Please see District Policy information on our website - fortmorgank12.com

Parents Role

Although this information is specifically designed for students attending FMMS, as teachers, administrators, staff, and as a community, we greatly appreciate your involvement in the educational process of your child. We simply cannot complete the educational process without your efforts. FMMS would like to welcome you to attend/join our Building Accountability Committee or any other suggestions that you may have to improve our existing building or policies. As always, your efforts and support are most appreciated.

Parent Portal Instructions

Please see District Policy information on our website - fortmorgank12.com

Retention Policy

Please see District Policy information on our website - fortmorgank12.com

Riding the Bus

Proper student control on buses is essential to the safety and well-being of all bus riders. Unruly riders cannot be tolerated and shall be dealt with in the following manner:

- First Offense - Notification of parent and principal
- Second Offense - Parent-Transportation Supervisor Conference and one day exclusion from riding.
- Third Offense - Suspension from transportation on school buses and a conference.
- After the third offense, the student may be permanently excluded from riding on buses.

School Within A School

This program occurs within FMMS campus grounds and is directed by the ISS coordinator. Students are placed on a computer-based learning system (Edgenuity) and monitored accordingly by the ISS instructor.

Sexual Harassment

Sexual harassment as defined above may include but is not limited to:

1. Sex-oriented verbal "kidding," abuse or harassment
2. Pressure for sexual activity
3. Repeated remarks to a person with sexual or demeaning implications
4. Unwelcome touching, such as patting, pinching or constant brushing against another's body
5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades or similar personal concerns

Student Lockers

1. Lockers are provided for the storage of student's books and other equipment needed in school. Lockers are a privilege, and their use can be revoked. In such an event, a student will be given a container to use, and may place the container in a teacher's classroom at the end of the day.
2. **To ensure protection of your property it is necessary that the student keep his/her locker combination private.** Each student is responsible for the care of the locker assigned to him or her, and the combination to the lock will only be given to the assigned student's locker.
3. Students may not move into any other locker without permission from the main office.
4. Valuables should not be left in lockers! The school is not responsible for lost or stolen items.
5. Lockers are leased by the student and are the property of the school. Lockers may be subject to examination by school personnel at any time.
6. If the school does not have enough lockers for all students, lockers will not be assigned and students will carry backpacks.

Students with Food Allergies

Please see District Policy information on our website - fortmorgank12.com

Student ID

All students are expected to have their student ID for library book check out and daily lunch. Failure to have their student ID will result in not being allowed to check out books at that time, or go to the end of the lunch line.

Student Responsibility for Successful (95%) Attendance

1. Attend school every day of the established school calendar.
2. Arrive to each class **on time** with the appropriate tools, prepared to participate, and to learn.
3. Contact your teachers immediately upon your return from an absence to arrange for work that can be made up. It will be the students' responsibility to turn in your completed make-up work within the time limits established (Two days for make-up work are normally allowed for each day absent.).

4. If you are aware of a potential future absence, contact your teachers and complete the work prior to your absence.

Substance Policy

Please see District Policy information on our website - fortmorgank12.com

Suspension/Expulsion from School

Please see District Policy information on our website - fortmorgank12.com

Tardy Policy

Please see District Policy information on our website - fortmorgank12.com

Tardy to Classroom

If the student arrives to any class (with exception to the first class; see morning tardy) after the passing time of ~~three (3) or~~ five (5) minutes has lapsed, the student will be considered tardy. Excusing the late arrival is done during that class block with the instructor. Excessive unexcused tardies will be handled on an individual basis and may include ~~loss of locker privileges~~ detention.

- Parents may also follow and view student tardies by viewing the Parent **Portal**.

Tardy to School (Morning Tardy)

If the student arrives late to school and is unable to be in class by the tardy bell at 7:50 a.m., the student will be considered tardy to school.

1. Students are allowed 5 morning tardies ***per semester***. Students will be informed once they have reached this limit.
2. Students who receive 6 morning tardies, and each tardy thereafter, will receive one ~~sixty minute (60 minute)~~ 30 minute detention from 3:50 - 4:20.
3. Students who accumulate 5 detentions will be placed in ISS until the student shows progress in fulfilling detention time.

- Parents may also follow and view student tardies by viewing **Parent Portal**.
- Excessive tardies may result in suspensions by the building administrators.

Teams

Students are grouped by grade levels into teams. Once students are placed on a team, they will remain with that team throughout the school year. There are two teams at each grade level. Teams allow students to be in smaller class groupings fostering an environment that is student centered. There are approximately 125 students per team. Core subjects taught include math, science, language arts, literacy, and social studies.

Sixth Grade Teams	Seventh Grade Teams	Eighth Grade teams
SHARKS	COUGARS	HAWKS
STINGRAYS	WOLVES	EAGLES

Telephone

Students are encouraged not to use the office counter phone except in case of emergency or to call parents only and/or with office approval to notify about serving a detention or school related issues. Cell phones may be utilized during appropriate hours.

Testing Information

Tests are a necessary component of any schooling. Students are expected to be knowledgeable and be able to provide evidence of mastery of the content for which they will be tested. In most cases this may entail necessary study outside of school hours.

Textbooks / Chromebooks

When cases of misuse or mistreatment of books or Chromebooks occur, students will be assessed a fine. Students are to pay replacement costs for lost books and Chromebook. We urge students to exercise care in handling their books and Chromebook.

Please see District Policy information on our website - fortmorgank12.com

Vandalism

Vandalism to Fort Morgan Middle School is intolerable. Perpetrators will be prosecuted. When there is any destruction of school property/equipment, ***the individual(s) will pay for all damages*** and be suspended from school. In addition, law enforcement officials may be contacted in the event of a vandalism incident.

Visitors

Students may have adult visitors with them during the day upon pre-approval of administration. Local and visiting young friends or relatives will not be allowed to attend school with FMMS students.

*****All building visitors are required to register in the main office to sign in and to receive their visitor pass. Visitors must have administrative approval before permission is given to attend classrooms and/or class activities.***

Weapons in School

Please see District Policy information on our website - fortmorgank12.com

Web Site

The Fort Morgan School District RE-3 website is found at www.morgan.k12.co.us. You may find helpful information regarding lunch schedules, district calendar, activities throughout the district, and other related items essential to the community and school district.

All District Policies are found at fortmorgank12.com

Memorandum

To: Board of Education

From: Fort Morgan High School

Date: July 15, 2025

RE: Fort Morgan High School 2025-2026 Student Handbook Changes

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

1. Page 1 — Added: New Front Page, updated mission statement.
2. Page 2 — Deleted: 2024-2025
   Added: 2025-2026
3. Page 3 — Deleted: FMHS Staff List page 5
4. Page 4 — Deleted: Duran, (see teacher contact list on following page)
5. Page 5 — Deleted: Staff List pages
6. Page 7 — Added: 2025-2026 Student Calendar
7. Page 12 — Deleted: Science/AP Biology Honors $30.00
8. Page 13 — Deleted: Friday, December 20, 2024, and Friday, May 30, 2025.
   Added: Friday, December 19, 2025, and Thursday, May 28, 2026.
9. Page 17 — Deleted: Dress and Grooming
   Added: Student Dress Code
10. Page 24 — Deleted: Effective with the graduating class of 2024, graduation from FMHS requires a completion of a minimum of forty-eight (48) credits and meeting one of the Colorado Department of Education Menu of Options criteria.
    Added: College Now – intended for students who wish to pursue an Associate of Arts Degree while in High School.
    Added: Updated credit graphs.
11. Page 26 — Deleted: Brett Andersen, Kemma Bown, Ty Davies, Nicole Andersen.
    Added: Jayme Stringham, Saadiqah Townsend, Harrison Chisum, Makenzie Harris.
12. Page 27 — Deleted: Heldwin Brito, Kyla Carpenter, Meagan Morrow.
    Added: FM Adventure Seekers, Cherelle DeVries/Alicea Einspahr, Mini Mustang Mentors, Denica Kudron, Cory McDaniel, Adam Tiscareno Maston.

FMHS STUDENT/PARENT HANDBOOK

2025-2026

FMHS MISSION:
OUR MISSION IS TO FOSTER A RESILIENT AND INCLUSIVE SCHOOL COMMUNITY WHERE ACCOUNTABILITY AND COMPASSION GUIDE OUR ACTIONS. WE ARE COMMITTED TO SUPPORTING EACH STUDENT'S GROWTH, EMBRACING DIVERSITY, AND CULTIVATING AN ENVIRONMENT WHERE EVERY INDIVIDUAL IS VALUED AND EMPOWERED TO ACHIEVE THEIR FULLEST POTENTIAL.

709 E RIVERVIEW AVE., FT. MORGAN, CO 80701
970-867-5648

Letter To Parents & Guardians

Dear FMHS Parents and Guardians,

The Fort Morgan High School faculty and administration look forward to the ~~2024-2025~~ 2025-2026 school year! FMHS has a history of excellence in academics, athletics, and activities. We believe that strong relationships between parents and school personnel provides the foundation for student achievement and the excellence we continually pursue.

We ask you to join us in supporting your child's academic success by:

- **Familiarizing yourself with this handbook.**
- **Supporting your child's regular attendance to classes.** A direct, and positive, correlation exists between attendance and achievement. Students who are not in class do not learn. Please make every effort to schedule doctor and other appointments after school or during your student's unscheduled time. If you do need to excuse an absence, please do so within 48 hours, and remind your student to obtain make-up work from his or her teachers. Please be aware that you may need to provide a doctor's note as documentation for a medical excused absence.
- **Promoting a healthy lifestyle**. The brain needs rest to grow. Encourage your child to get at least 7 hours of sleep every night. It might help to have teens charge their phone in a family space, rather than their bedroom. Additionally, students who use alcohol and drugs often lose sight of their academic goals, settling for levels of achievement far below their potential. Talk to your child about the laws and health risks around drug and alcohol use.
- **Talking to your child about their high school experience.** Encourage your child to get involved at FMHS! Research shows that student involvement is related to higher academic achievement. Check your child's grades in the Infinite Campus Parent Portal App. Many students have the Student Portal App, so you could ask your child to pull up their grades and show you, ask your child questions as often as possible about their high school experience – learning, events, involvement, grades, friends, etc.

Your support is paramount in helping staff prepare your child for life's journey. Together, we can ensure that our FMHS graduates are prepared for success in their postsecondary endeavors.

Respectfully,

The Fort Morgan High School Administrative Team

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CONTACT INFORMATION

Principal's Secretary, Debbie Rose @ 970-370-6689
- Building Usage
- Calendar Activities/Athletics
- Driver's Education Information
- Registration - Existing Students

Activities/Athletic Secretary, Amber VonFeldt @ 970-370-6692
- Activities and Athletic Events Information
- Student Fees
- Sports Registration & Athletic Fees

Attendance Secretary, Kathy Uhrich @ 970-370-6690
- Absences & Tardiness
- Lost and Found

Discipline Secretary, Crystal ~~Duran-~~Gayman @ 970-370-6691
- Discipline Information
- Detention Scheduling
- Nurse's Aide
- Parking Passes

Family Liaison, Janie Gomez @ 970-370-6672
- Ausencias
- Parent/Student Contact
- Spanish Translation

Nurse, Chandler Freauff @ 970-370-6694
- Illness
- Immunizations
- Injuries
- Medication

Counselors (see counselor contact list on following page)
- College/Career Information
- Credits/Grades
- Graduation Requirements
- Mental Health
- Schedule Changes
- Standardized Tests

Counseling Secretary, Dencia Kudron @ 970-370-6682
- Transcripts
- Scholarships
- Student Schedules

Registrar, Kim Baker @ 970-370-6683
- Registration - New Students
- Student Schedules
- Transcripts
- Withdrawals from School

Teachers - Email Directly ~~(see teacher contact list on following page)~~
- Course Information
- Student Behavior Inquiries
- Grade/Assignment Inquiries

FORT MORGAN HIGH SCHOOL STAFF

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2025-2026 School Year Student Calendar - Tuesday through Friday

Morgan County School District Re-3

Fort Morgan, Colorado

JULY 2025

S	M	T	W	T	F	S
		1	2	3	~~4~~	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST 2025

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER 2025

S	M	T	W	T	F	S
	~~1~~	2	3	4	5	6
7	8	9	10	11	~~12~~	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2025

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2025

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	~~25~~	~~26~~	~~27~~	~~28~~	29
30						

DECEMBER 2025

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	~~24~~	~~25~~	26	27
28	29	30	~~31~~			

DAILY START AND END TIMES

Kindergarten	7:45 am - 3:15 pm
Sherman Preschool	8:00 - 11:00 am or 12:00 - 3:00 pm
Elementary Schools	7:45 am - 3:30 pm
Fort Morgan Middle School	7:50 am - 3:50 pm
Fort Morgan High School	8:00 am - 4:00 pm
Lincoln High School	7:45 am - 3:45 pm

START DATES

Classes begin for 1st – 8th & Lincoln	August 12
FMHS 9th Grade classes begin	August 12
FMHS 10th-12th Grade classes begin	August 13
Kindergarten begins	August 19
Sherman Preschool begins	September 2

END DATES

Sherman Preschool ends	May 22
Kindergarten through 11th Grade ends	May 28

GRADUATION

Lincoln High School Graduation	May 8
High School Graduation	May 17
Fort Morgan Middle School Continuation	May 26

QUARTERS/SEMESTERS

First Quarter - 35.5 days	August 12 - October 10
Second Quarter - 36 days	October 14 - December 19
Third Quarter - 36 days	January 6 - March 6
Fourth Quarter - 42 days	March 17 - May 28
Total Days of School for Students	149.5 Days

PARENT/TEACHER CONFERENCES - Scheduled by Schools

HOLIDAY BREAKS/NO SCHOOL FOR STUDENTS/STAFF

Mondays are no school days for students	
Thanksgiving Break	November 25-28
Winter Break	December 23 - January 2
Spring Break (Same as MCC)	March 10-13
The Schools and District are Closed	April 3

DISTRICT PHONE NUMBERS

Sherman Early Childhood Center	970-867-2998
Baker Elementary School	970-867-8422
Columbine Elementary School	970-867-7418
Green Acres Elementary School	970-867-5460
Pioneer Elementary School	970-867-2080
Fort Morgan Middle School	970-867-8253
Fort Morgan High School	970-867-5648
Lincoln High School	970-867-2924
The Children's Center	970-542-0731
Transportation Department	970-867-2263

BOE APPROVED 03.24.2025

JANUARY 2026

S	M	T	W	T	F	S
				~~1~~	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	~~16~~	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2027

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2027

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2026

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	~~25~~	26	27	28	29	30
31						

JUNE 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Infinite Campus **School Supply Lists** **District Website** **Athletics** **Social Media Links**

This calendar may be adjusted in the event school is cancelled because of inclement weather or other emergencies.

Fort Morgan High School's

Bell Schedule

Tuesday & Thursday = Advisory
Wednesday & Friday = Content Tutoring

1st Hour	8:00 - 8:55 am
2nd Hour	9:00 - 9:55 am
3rd Hour	10:00 - 10:55 am
4th Hour	11:00 - 11:55 am
10th - 12th Advisory or Content Tutoring	12:00 - 12:30 pm
10th - 12th Grade Lunch	12:30 - 1:00 pm
9th Grade Lunch	12:00 - 12:30 pm
9th Grade Advisory or Content Tutoring	12:30 - 1:00 pm
5th Hour	1:05 - 2:00 pm
6th Hour	2:05 - 3:00 pm
7th Hour	3:05 - 4:00 pm

Fort Morgan High School's

Assembly Bell Schedule

1st Hour	8:00 - 8:50 am
2nd Hour	8:55 - 9:45 am
3rd Hour	9:50 - 10:40 am
4th Hour	10:45 - 11:35 am
10th - 12th Advisory or Content Tutoring	11:40 - 12:00 pm
10th - 12th Grade Lunch	12:00 - 12:30 pm
9th Grade Lunch	11:40 - 12:10 pm
9th Grade Advisory or Content Tutoring	12:10 - 12:30 pm
5th Hour	12:35 - 1:25 pm
6th Hour	1:30 - 2:20 pm
7th Hour	2:25 - 3:15 pm
Assembly	3:20 - 4:00 pm

ACADEMICS

ACADEMIC DISHONESTY/PLAGIARISM

On occasion, students may be tempted to present another student's work as their own, by various means. Students must perform their own work. Cheating on assignments or tests is a serious matter and will not be excused. If this occurs in any form, by supplying or taking material, the student(s) will receive an automatic zero for the assignment or test and may be subject to further disciplinary action. The student will be required to complete the assignment, or an alternative assignment, outside of class time and under supervision. Additionally, any student submitting the work of others as their own, in whole or in part, without appropriately attributing that work to the author, will be subject to the same disciplinary action.

ACADEMIC ELIGIBILITY FOR ATHLETICS AND ACTIVITIES

- All first year ninth grade students are automatically eligible when they arrive at the high school.
- Students must be enrolled in the equivalent of five full credit classes to participate. A student participant who is failing 2 or more class after each semester will be ineligible until credits are recovered via summer school, or until the next CHSAA regain date (See AD for more information).
- Eligibility is monitored on a weekly basis and will start after the 3rd full week of classes for each semester. Eligibility will be run every Friday at 2pm. If a student is failing 2 or more classes at the time of the report, they will become ineligible the following Monday for the entire week. They may become eligible again if all failing classes are passing by the following Friday eligibility report. College classes will count towards eligibility.
- Any student serving suspension will be eligible for practices but NOT for contests during the time of the suspension.
- Students are required to attend practices.
- Any student referred to administration for discipline problems may be suspended or removed from their team or activity at the discretion of school administrators and/or the coach in charge.
- Coaches are afforded the opportunity to have stricter guidelines for eligibility, written out in their individual team contracts.

ACADEMIC SUPPORTS

Students who are struggling academically can find support through one or more of the following options:

- **Before and/or after school time**. Teachers are willing and able to work with students beyond the school day. These sessions must be scheduled with the specific teacher in advance.
- **Content Tutoring**. Students with failing grades will be scheduled in Content Tutoring sessions to access extra time with and support from teachers. Students with all passing grades can voluntarily attend Content Tutoring sessions with teachers if they have arranged to do so in advance.

Students who continue to struggle will be referred for interventions through the FMHS Multi-Tiered System of Supports (MTSS) model.

CHROMEBOOKS

Students will be issued Chromebooks for use in school and at home. Students are expected to bring their charged Chromebook to school every day. The document linked below provides students and their parents/guardians with information about taking care of the Chromebook, using it appropriately for school, and being good digital citizens.

Students and their parents/guardians are reminded that use of District Technology is a privilege and not a right and that school authorities may monitor everything done on any District-owned computer, network, or electronic communication device. Inappropriate use of District Technology is subject to disciplinary consequences including, but not limited to, limited, or banned computer use, detentions, suspensions in-school, suspensions from school, a recommendation for Expulsion from school, and/or legal action.

See the Morgan County School District Re-3 Chromebook Policies and Procedures document on the district website for more information.

CREDIT RECOVERY

Students who fail to receive credit in a course may choose to recover credit for the course through one of the following options:

1. The online Edgenuity Program is available for a select number of students and offered within the school day. Students who qualify for the program are scheduled into the Tutorial Center for a regular class period.
2. Students may choose to reschedule the class during the regular school day if space is available.
3. FMHS offers a summer credit recovery program if enrollment is sufficient. Summer course offerings are contingent upon available funds. Courses offered will be for credit recovery purposes only and are based on student enrollment and demand.

CLD – CULTURALLY LINGUISTICALLY DIVERSE PROGRAM

Morgan County School District Re-3 serves the needs of many English language learners. Students may qualify for ELL services if any question on the Home Language Survey is marked as other than English. Students are evaluated using the WIDA online screener (1st grade – 12th grade) to determine language proficiency and initial placement into an ELL program. Instructional programming is designed to support the student's language proficiency level. Instructional services may include "pull-out" support during which time students participate in instruction delivered by an ELL teacher. "Structured Immersion" in the regular classroom is another means of serving English Language Learners whose needs are better met in this fashion. All instruction is conducted in English with support provided based on individual needs.

Staff members in all buildings are provided information from the ELL teachers outlining each ELL student's language proficiency. The ELL teacher will also provide appropriate teaching strategies and goals for each ELL student through individual ELD plans. ELL students are tested annually using the WIDA ACCESS test to determine proficiency level and the need for continued ELL services.

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

FEES AND MATERIALS

By Morgan County School District Re-3 policy, students who qualify for free or reduced lunch are exempted from most fees associated with classes. Parents/guardians should notify the FMHS Athletics/Activities Secretary of their status to have students' fees waived. Fees will be added to student accounts 3 to 4 weeks after the beginning of each semester. Student schedules need to be confirmed prior to adding fees.

Activity Icon on Student ID Card (All money from the Activity Icon is used to finance student activities and athletics. We urge all students to support Fort Morgan High School programs by purchasing the icon. Benefits include reduced price or free entrance to home athletic events and activities. Students will be issued an activity icon that must be presented at all events. Students enrolled in band, orchestra, choir, yearbook, and sports must purchase an activity icon.)	$30.00
Class & ID Fee	$10.00
All Agriculture Classes (per class) (Does not include additional costs of participating in the program or shop coveralls.)	$40.00
Ag FFA Dues (per year)	$20.00
Ag FFA Jacket Fee	$55.00
Art Fee (FOA & Drawing classes)	$15.00
Art Fee (Painting & Ceramics classes)	$25.00
Art History Class	$20.00
Athletic Fee (per sport)	$50.00
Drama (Introduction, Intermediate & Advanced) (per class)	$10.00
Driver's Education	$350.00
Family & Consumer Sciences (FCS classes per year)	$20.00
Industrial Arts -Woods Engineering I (Lumber fee)	$10.00($20.00)
Industrial Arts – Woods Engineering II & III (Lumber fee)	$10.00($30.00)
Industrial Arts – Woods Engineering IV & V (Students pay for costs of materials for individual projects) (All classes per Semester)	$25.00
Lost ID Card	$1.00
Music – Band (per class)	$15.00
Music – Orchestra – String & Symphonic (per class)	$10.00
Outdoor Education (Field Trip Costs)	$5.00 to $20.00
Parking Sticker	$1.00

Photography/Photojournalism (per semester)	$20.00
Science / Botany	$20.00
Science / Zoology I & II	$20.00
~~Science / AP Biology Honors~~	~~$30.00~~
Stem 1 (Material Fees)	$15.00
Stem 2 (Material Fees)	$20.00
Video Production I, II & III (per class)	$20.00
Yearbook (Pacemaker)	$60.00

(Purchasing a yearbook is optional) (Price goes up to $70 after October 1st)

If a student owes a fine, any payments will go toward the student account in the following order:

- Past charges/fines
- Required fees

Students who have not paid fines nor made arrangements with the Athletic /Activities Secretary/Finance, will not be allowed to participate in athletics, dances, school sponsored activities and trips. Students not returning equipment by the date imposed by the coach, teacher, or administrator will be subject to a fine. Fines are determined upon actual cost of equipment. Examples of equipment are band uniforms, football pads, football helmets, and cheerleader uniforms. Exceptions to this will be textbooks which will be fined a late fee of $2.00 per textbook. All fees must be paid prior to graduation.

GRADING POLICIES

At Fort Morgan High School, we believe the purpose for scoring student work and reporting those scores as grades is to

- Provide a measurement of student skills and learning.
- Give information on students' mastery of the content of our courses.
- Indicate where students stand on their paths towards learning goals.
- Help students understand the role of evaluative feedback as a tool for increasing learning in their lives.
- Identify areas for reteaching or additional support.
- Communicate a clear record of high school academic achievement for postsecondary institutions.

Based on the philosophy above, we utilize the following practices in reporting student grades:

- We use two categories--Mastery Work and Practice Work--to determine grades. In most classes, Mastery Work counts as 70% of the grade, and Practice Work counts as 30% of the grade. In some performance-oriented classes, Mastery Work counts as 100% of the grade.
- We let students know in advance the learning purpose of specific assignments, what assignments will count in their grade, and what those assignments are worth.
- We give careful consideration to point values of assignments, and how those point values reflect learning priorities.
- We check for student understanding and provide multiple opportunities for student demonstration of learning. Teachers may reteach content and/or allow reassessment when student learning does not meet expectations, especially on mastery tasks, as per the parameters and expectations communicated in specific course syllabus.
- We pull grades from Infinite Campus gradebooks on Tuesday mornings to determine eligibility and to assign content tutoring. The first week of eligibility will be a warning week for a student failing 2 or more classes.

GRADING SCALE

Percentage Grade	Letter Grade	Grade Point	Weighted Grade Point	Grade Expectations
90%-100%	A	4.0	5.0	More than expected effort & understanding
80%-89%	B	3.0	4.0	Expected effort & understanding
70%-79%	C	2.0	3.0	Less than expected
60%-69%	D	1.0	2.0	Struggles to understand
Below 60%	F	0.0	0.0	Does not understand or has failed to demonstrate understanding

INCOMPLETE GRADES

Students receiving an incomplete ("I") for any course will have up to 4 school days to complete the remaining requirements. After this time, unless prior arrangements have been made with the teacher, the incomplete will change to the grade that the student earned on the final exam. If a student fails to take a final exam for a course, s/he will receive a zero for the final assessment in that class. The zero for the final assessment/exam will affect the overall semester grade for that class. The incomplete ("I") will be

removed from the student's grade report and the final course grade will be inserted into the grade report in Infinite Campus and will be posted on the final transcript.

If your student is requesting an Early Final for the end of the semester or end of the school year, an Early Final form must be submitted along with the Pre-Planned Absence Form to the main office. Students will need these forms signed by all their teachers, parents, and administration prior to leaving for the absence. If a teacher chooses to have the student take the final exam upon their return, then their current semester grade may show up as "Incomplete". The student will have until 3 pm on the first Monday of June to make up their missing final. If the student does not make up their final by this date, the students final exam grade will be a zero which will greatly affect their overall semester grade for that course and could result in a failing grade. If the student is making up their finals after the end of the school year, the student must schedule a time with the main office.

HONOR ROLL

Recognition will be determined two times per scholastic year after the completion of each semester. The grades that will be utilized to determine honor roll will be based on what the student earns during their first semester, and second semester. The two levels of honor roll recognition at Fort Morgan High School are as follows:

- Alpha Honor Roll, the highest acknowledgement, will be awarded to students who have achieved a 3.5 GPA or above.
- Academic Scholar will be awarded to students who have earned a 3.0 GPA or above.

LATE WORK

Late work is any work that was assigned and due and was not handed in on time. Late work will be accepted as communicated in teachers' course expectations at the beginning of the course. Late or missing work submitted on an approved extension is still subject to late work penalties as communicated in class expectations.

MISSED WORK DUE TO ABSENCES

Missed word due to absence: Make-up work shall be allowed following an absence with the goal of providing the student an opportunity to keep up with the class and demonstrate their learning and an incentive to attend school. Teachers will communicate their expectations around missed work due to absences in their course syllabi – these expectations may include deadlines and point deductions for missed deadlines. If a student fails to submit work within the parameters of a teacher's communicated late work policy, the student may receive a score of 0 (zero). The 0 (zero) indicates "no evidence of learning" and means that the student did not take advantage of their opportunity to demonstrate learning.

Pre-Planned absence(s) - Extended projects or work related to assignments are due before the deadline/due date if a student is leaving on an approved school activity or approved exempt absence.

SEMESTER GRADES

Students' semester grades can be viewed through the Parent and Student Portal through Infinite Campus. All grades are considered "In Progress" until the final semester grade is posted after final exams are completed at the end of both semesters, December, and May of each year. Final semester grades will be available for viewing online will ~~Friday, December 20, 2024, and Friday, May 30, 2025.~~ Friday, December 19, 2025 and Thursday, May 28, 2026.

TEXTBOOKS AND MATERIALS

Students are responsible for all damages done to their assigned textbooks. Damages include pencil or ink markings, torn covers, broken bindings, bent corners, deliberately torn pages, water, gum, food damages, hi-lighting, etc. Students will be fined according to the severity of the damage. Fines range from $1 to the full price for any textbook that cannot be reissued or is not returned. It is also students' responsibility to check textbooks carefully for any previous damage which missed being repaired. Any textbooks found to be damaged must be returned to the library within one week from the date the textbook was issued, or the assigned student will be accountable for the damages.

Teachers will inform students what materials are needed for their specific class within the first few days of school. Supplies needed for the first few days are basic materials of notebooks, paper, pencils, pens and charged Chromebooks.

ATTENDANCE

GENERAL EXPECTATIONS

There is a clear and positive correlation between students' learning and consistent and prompt attendance. Absence and tardiness are counter-productive to educational success and can never truly be made up by the student. Lack of consistent attendance means that students will not get the full benefit of the courses offered at Fort Morgan High School. To ensure academic success, FMHS expects student attendance rates to be at a minimum of 95%, and for students to arrive to classes on time.

In addition, students who are absent from or tardy to class infringe upon the rights of those students in attendance and their teachers by disrupting the normal flow of an instructional program and by causing teachers to unnecessarily repeat and review information and materials previously covered. Students should take into account the TOTAL number of days missed for a class or classes even for legitimate reasons such as driver's license appointments, college visits, medical appointments, field trips, in-school field trips, etc.

COMMUNICATION TO STUDENTS & HOMES

Students and parents will have access to up-to-date information concerning attendance via the Student and Parent Portals of Infinite Campus, Remind alerts, emails, and daily announcements. Additional methods of communication include FMHS Facebook page, flyers in Canvas and the screen on Riverview Ave in front of FMHS.

DISMISSAL DURING THE SCHOOL DAY

For the safety and security of our school and students, we must know the whereabouts, including the comings and goings, of all students during the school day. **Students are REQUIRED to sign in and out at the Main Office if they are leaving or coming to school during the school day.** Absences of students who do not sign in or out will be considered unexcused.
Once students have reported to school, they are expected to remain in school and attend classes all day. Under the following conditions, a student may have an excused dismissal:

- Under rare or emergency circumstances, prior to dismissal, a written request from a parent must be presented or a phone call must be received by the Attendance Secretary. A parent may come to the office and personally request dismissal.
- In case of illness while in school, the student must report to the nurse's office. Students who become ill in school and report to areas other than the nurse's office (cafeteria, restrooms, off campus) will be considered "unexcused". The nurse or nurse's designee, with parental permission, will make the decision to dismiss the student from school. Once the nurse or nurse's designee has obtained permission to dismiss the student, the student will be issued a dismissal pass.
- Appointments With Fort Morgan High School Staff. Students who have class commitments such as tests or major graded assignments should request that appointments with counselors, Assistant Principal, Principal, etc., be rescheduled so that they can fulfill classroom commitments prior to the meeting.

EXTRACURRICULAR ACTIVITIES AND ATTENDANCE

Students are expected to be in school on days they participate in extracurricular activities, competitions, performances, meetings, practices, etc. Students must be in attendance for the last three periods prior to the activity. Exceptions are:

1. Required college or military appointments (college visitations that can be scheduled on other days will not be exempted.)
2. Mandatory court appearances.
3. Funerals.
4. Dental or medical appointments that cannot be made at other times.
5. Other situations with advance approval from an administrator.

If a student has a doctor appointment or mandatory court appearance, he/she must bring a note from the doctor or court official to verify the absence with the attendance office. In all cases, students are encouraged to make arrangements for their absence in advance in the Main Office. Students should also check with their coach or sponsor prior to their departure to make sure they will be able to participate.

FIELD TRIPS AND ATTENDANCE

Eligible students are responsible for communicating with teachers about making up assignments when they miss class due to a field trip or other school activity.

A teacher can recommend that a student not be allowed to go on an out of school trip if the student's grade is failing or if the absence would cause harm to the regular course of study, such as missing a test.

Field trips may potentially involve risks and responsibilities for your child that are beyond the scope of those normally associated with educational activities at school. Such risks are personal injury and/or damage to personal property. Students attending a field trip are required to fill out a Student Permission Form (provided by the field trip sponsor/teacher). To account for all students, passengers are required to be on the list of the appropriate driver. Students 18 years of age or older are still required to provide the Student Permission Form and get approval from the principal and/or designee prior to participating in a field trip event.

PARENT/GUARDIAN RESPONSIBILITIES REGARDING ATTENDANCE

By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores. Research shows that good attendance is strongly related to academic achievement. It is very important for students to arrive on time to all their classes every day to maximize their opportunities to learn, practice, and demonstrate their learning.

Parents/guardians are responsible for communicating to the school the reason for all absences. **If your child is absent from school, a parent or guardian should call the attendance line at 970-370-6690 within 48 hours of the absence, and provide the following information:**

(1) the student's name.
(2) the date(s) of the absence(s).
(3) the specific reason for the absence(s), tardy or dismissal.
(4) the name of the parent.
(5) a daytime phone number where a parent can be reached to verify the call.

"Blanket" notes covering unspecified dates of absences, tardiness, etc. will not be accepted as an excuse for absences.

As FMHS receives over 50 attendance calls per day, our attendance secretary may not answer your call, so please leave a message at 970-370-6690 in order for our secretary to change the attendance in Infinite Campus. The attendance secretary will not return phone calls unless additional information in needed.

The Attendance Office will only go back **48 hours** to excuse previous absences unless informed otherwise by Principals, a valid doctor note, or by Court documents.

The Attendance Office is **NOT** responsible for fixing attendance mistakes between a student and teacher. It will be your student's responsibility to speak with their teacher involved to fix attendance mistakes. If a correction needs to be made the teacher will then make the adjustments with the Attendance Office.

EXCUSED ABSENCES

MCSD Re-3 policy JH lists the following as excused absences:

- A student who is temporarily ill or injured or whose absence is approved by the administrator of the school on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature only which cannot be taken care of outside of school hours.
- A student who is absent for an extended period due to physical, disability or a mental or behavioral health disorder.
- A student who is pursuing a work-study program under the supervision of the school.
- A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
- A student who is suspended or expelled.

UNEXCUSED ABSENCES

Any absence that is not listed in the excused section above is considered unexcused. Only in extenuating circumstances will an absence not listed above be considered excused, based on approval by the principal.

FMHS may request confirmation from a doctor to explain specific and frequent absences which have occurred due to medical reasons. When absences for medical reasons are frequent, parents/guardians must submit official documentation from a doctor that verifies a chronic illness exists. Medical documentation for long-term absences should include the nature of the illness, any limitations on the student, inclusive dates of medical condition, and specific dates of the absence covered. This documentation also strengthens a student's case in an appeal for submission of work missed due to absences.

As with parent notes, doctor's notes-must specifically address dates of absences, and may not be blanket excuses for all absences which have occurred over a period of time. This information must be presented on an on-going basis, and not at the end of a course or term.

PRE PLANNED ABSENCES

If you need to check your child out of class early for an appointment, we request that you call 970-370-6690 at least one (1) hour in advance, so that we can send an Early Dismissal pass and reduce class disruption. Your child must bring their Early Dismissal pass to the main office to check-out with our attendance secretary. Failure to do so, will result in an unexcused absence. Parents should pick students up for appointments at our main, northwest entrance.

Any anticipated absence of 3 or more days, such as college visitations, family vacations, etc., which conflict with the school calendar, must be arranged in advance by completing a Pre-Planned Absence form, or the absence may be considered unexcused. When a student anticipates an absence from school or from a particular class for any reason, it is very important that the student and the parent carefully consider the necessity of the absence, taking into consideration the current number of accumulated absences and their potential impact on loss of credit in the course.

If a parent fails to notify the attendance secretary of early check-outs or anticipated absences, then the child's absence will be considered unexcused.

STATE LAW REGARDING ATTENDANCE

Colorado Revised Statutes – Article 33, Section 22-33-107

According to Colorado law, a child who has attained the age of six years and is under the age of seventeen years must be enrolled in school. A child within this age range who has four unexcused absences from a public school in any one month or ten unexcused absences from public school during any school year will be considered habitually truant. Students who fall into this category may be turned over to the district's legal counsel for subsequent consequences. This law is referred to as the Colorado Compulsory School Attendance Law.

TRUANCY

A student shall be considered truant when absent without a signed or oral parent/guardian excuse, or if the student leaves school or a class without permission of the teacher or administrator in charge. A student of compulsory attendance age shall be determined to be "habitually truant" if he has four unexcused absences from school or class in any one month or ten (10) unexcused absences during any school year. (Absences due to suspension or expulsion shall be considered as excused absences regarding truancy in accordance with state law.)

CONSEQUENCES

A student shall be given a warning on his/her first truancy offense by an administrator or teacher. Habitually truant students may be referred to the appropriate judicial systems to enforce compulsory attendance under state law (Colorado Revised Statutes 22-33-104 and 22-33-107). Calculation of the number of unexcused absences a child has incurred includes all unexcused absences occurring during any calendar year or during any school year. Any student who has been unexcused absent for twenty consecutive days or more in any one school year will be dropped from the enrollment (Colorado Revised Statutes 22-33-101).

SYSTEM OF SUPPORT AND ACCOUNTABILITY

- Parents, if they have selected to do so in their communication preferences in Parent Portal, will receive an automated phone call if their child has been marked absent from a class.
- Families will receive a letter via email regarding their child's attendance if the child has 5 or 10 unexcused absences to any class.
- When a student has concerning attendance, then an administrator will give the student consequences as described in the behavior matrix while also taking the following steps to help support the student and eliminate barriers:
- Conference with administrator and student; may include the student's counselor,
    - An attendance plan created by the administrator and student; may include the student's counselor,
    - An attendance plan created by the parent/guardian, administrator, and student; may include the student's counselor,
    - If the above interventions do not help improve the student's attendance, then the family will be given the option to meet with the district's Attendance Support Community (ASC) panel OR attend truancy court.
        - If a family does not support their child with improving their attendance after having met with the ASC panel, then truancy court proceedings will begin.

TARDIES

An unexcused tardy occurs when a student arrives to a class within the first 15 minutes without authorization from a teacher, parent/guardian, and/or office personnel.

If a student arrives to class after 15 minutes without such authorization, s/he will be marked as "Unexcused".

Students who have prolonged issues with tardiness will receive detention or in school suspension, as noted in the Fort Morgan High School Behavior Matrix.

BEHAVIOR

BEHAVIOR EXPECTATIONS

Expectations for student behavior, and consequences for violating those expectations, are detailed in the FMHS Behavior Matrix & Definitions.

At the classroom level, teachers will involve students in creating a Social Contract. If students violate the social contract, teachers will address the behavior according to their individual classroom management plans.

If students repetitively violate classroom rules or have a major behavior concern, then teachers will refer the student to the main office. Administrators meet with students one-on-one in an effort to best determine the incident's antecedent, and the student's specific behavior of concern, and then use the following Behavior Matrix to determine the appropriate consequence. Additionally, and depending on the situation, FMHS administrators may incorporate an opportunity for the student to restore a relationship, reflect on their behavior, and/or learn from their behavior when addressing behavior concerns.

At the core of our philosophy of school discipline lies a commitment to fostering an environment where accountability, respect, and safety are paramount. We believe that by instilling these values in our students, we can create a harmonious and conducive learning atmosphere that allows everyone to thrive. Our approach to discipline centers around teaching responsibility, promoting empathy, and ensuring the well-being of all individuals within our educational community.

~~DRESS AND GROOMING~~

~~Students are expected to be responsible in dress and grooming. Appropriate and correct dress is essential to a quality educational program and should not distract from the learning environment for the student or school. Students shall not wear apparel that is deemed actually or potentially disruptive to the classroom environment or to maintaining a safe and orderly school.~~

- ~~If a student is dressed inappropriately, the administration reserves the right to ask the student to change into more suitable attire.~~
- ~~Any student deemed in violation of the dress code may be required to change into appropriate clothing or decide to have appropriate clothing brought to school immediately. If a student has been asked to change inappropriate clothing, and they do not have appropriate clothing on campus for him/her to change into, the office may provide appropriate clothing for the student, if the article of clothing is the right size for the student, and the student may be sent back to class.~~

~~If the student cannot promptly obtain appropriate clothing, the student may be placed in an alternate setting, removed from the classroom for the day and do schoolwork. Further and/or repeated offenses, may result in suspension or other disciplinary action as outlined in the school discipline code.~~

~~**The following is a guide to student dress.** These guidelines are not inclusive, as the administration retains the right and duty to determine appropriate and correct student dress in all cases. Unacceptable student clothing includes but is not limited to:~~

1. ~~Shirts must cover most of the chest, back, and midriff with only allowing 3 fingers width of midriff showing.~~
2. ~~Pants, skirts, and shorts must be worn at the waist and should be of appropriate length (no shorter than mid-thigh).~~
3. ~~Specific dress code guidelines may apply for school events such as dances, ceremonies, or spirit days. These guidelines will be communicated in advance.~~
4. ~~Sunglasses, headbands, handkerchiefs, hoods, or any similar items are not tolerated.~~
5. ~~Clothing, paraphernalia, grooming, jewelry, accessories (including gloves) or body adornments, i.e. tattoos, that contain any advertisement, symbols, words, slogans, patches, or pictures that refer to drugs, alcohol, tobacco, or weapons; give indication of or refer to a sexual nature; by virtue of color, arrangement, trademark or attribute signify gang membership or advocate gang or gang involvement, drug use, violence, or disruptive behavior; display obscene, vulgar, lewd, or libelous words or pictures; promote any activity prohibited by the student code of conduct or disrupt the educational environment.~~
6. ~~Articles of clothing not specified but which violate the spirit and intent of this dress code and/or create a safety concern.~~
    - ~~Footwear consisting of heels that place the student's health and well-being at risk.~~

~~**Staff and administration will handle additional situations and interpretations on an individual basis. Exceptions:**~~
~~Appropriate athletic clothing may be worn in physical education classes. Clothing normally worn when participating in school-sponsored extracurricular or sports activities (such as cheerleading uniforms and the like) may be worn to school when approved by the sponsor or coach.~~

STUDENT DRESS CODE

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The

Board recognizes that students have a right to express themselves through dress and personal appearance; however, students must not wear apparel that is deemed disrupted or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Minimum Requirements

- Clothing must cover areas from one armpit to the other armpit; all shirts must have 1 inch shoulder straps and extend to the top of pants. All clothing must cover all undergarments and private areas.
- Shoes must be worn at all times and must be safe for the school environment. Slippers shall not be worn, except for school activities approved by the principal.
- Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.
- See-through, mesh, or undergarments must be worn with appropriate coverage underneath that meets the minimum dress code requirements.
- Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that are not allowed:
    - Refer to drugs, tobacco, alcohol, or weapons.
    - Are of a sexual nature.
    - By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior.
    - Are obscene, profane, vulgar lewd, or legally libelous.
    - Threaten the safety or welfare of any person.
    - Promote any activity prohibited by the student code of conduct.
    - Otherwise disrupt the teaching-learning environment.

Minimum requirements: The administration at each school reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or if the student refuses dress-code appropriate clothing.

Dress Code Infraction Procedure

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

First Offense

Students may do one of the following:

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

Second Offense

Students may do one of the following:

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

Third Offense

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

Unacceptable Items

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

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length.
2. Sunglasses worn inside the building.
3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, stomach, buttocks, back and chest.
4. Tank tops or other similar clothing with narrow straps may be addressed. Schools may set more stringent limits as appropriate.
5. Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or picture that:
    a. Refer to drugs, tobacco, alcohol, or weapons.
    b. Are of a sexual nature.
    c. By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior.
    d. Are obscene, profane, vulgar, lewd, or libelous.
    e. Threaten the safety or welfare of any person.
    f. Promote any activity prohibited by the student code of conduct.

g. Otherwise disrupt the teaching-learning process.

Graduation Adornments

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

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

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

Exceptions

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

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

ELECTRONIC DEVICES

Cell phones/electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. However, it has been proven that students who are on cell phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. To preserve the teaching and learning environment, this document is to clarify the cell phone/electronic devices policy for Fort Morgan High School.

The policy is:

Student use of cell phones or other electronic devices during the school day is a privilege. Adherence to the guidelines below is essential to maintaining an appropriate academic environment and the integrity of the classroom. Abuse of this privilege will result in consequences beginning with confiscation of device, parent conference, suspension of loss of other privileges such as participation in school trips, internships, proms and potentially graduation exercises.

Cell phones and all functions within the cell phone (i.e., cameras and all other applications) are prohibited in the following areas unless expressly permitted by a staff member for educational purposes: Classrooms, Science Labs, Restrooms, all Physical Education Areas, and all School Office areas.

Students cannot carry their phone on their person during academic class periods. Teachers will collect cell phones from students once students have entered the classroom. The cell phones will be stored in a phone caddy that is visible to the students and teacher within the classroom. Students will have access to their phone when classes are not in session – specifically during passing periods and lunch. In the case of an emergency parents can contact students either during passing periods on their cellphones or reach out to the main office and put you into contact with your student. If parents do not want their student's phone collected by teachers, then the phone may be left at home, in the student's vehicle on campus, or in the main office. Violation of the cell phone policy will result in consequences as outlined in FMHS' behavior matrix for cell phone/electronic infractions.

Students using cell phones or other functions on electronic devices in any manner that disrupts the educational environment, from within or from outside the classroom, or violated the rights of others, including, but not limited to, using the device in violation of our academic honesty policy, violating school conduct rules, harassing or bullying staff or students, photographing or video recording or using their device for unlawful purposes will be subject to more severe disciplinary action, up to and including suspension and/or expulsion and may, if applicable be reported to the FMPD.

Cell Phone Rule:

The respectful, non-disruptive use of cell phones is permitted in the school cafeteria during lunch period and any other school area except those listed above. As soon as the threshold of the classroom or any prohibited area is crossed, during the school day, cell phones need to be put away and made undetectable (i.e., silenced without vibration). Violation of the cell phone rule as stated above will result in the confiscation of the device according to the following ladder of disciplinary action:

- First Offense: The device will be held in the Administration office until the end of the school day. Students may pick up their phone after school.
- Second Offense: The device will remain in the main office until the Parent picks it up. The Administrator will establish contact with a parent or guardian.
- Third Offense: An Administrator will establish parent contact and the confiscated device will remain in the main office until a detention is served and it is picked up by a parent or guardian.

It should be noted that refusal to surrender a cell phone or other electronic device when directed to do so by a school staff member, teacher or administrator is a violation of our school's Code of Conduct. Insubordination behavior is punishable by suspension and exclusion from school events.

FOOD AND DRINK

All food deliveries should be delivered to the main office for students to pick up during passing periods or lunch. Food that is not picked up will be thrown away at the end of the school day.

MIGHTY MUSTANG AWARDS

Mighty Mustang Awards were developed to recognize students who have achieved high levels of academics and attendance. Academic and attendance recognition may include an academic letter for 3.5 and above. Mighty Mustang Awards are presented at the end of the school year.

RIGHTS OF STUDENTS

Students have the right to due process concerning school rules and the execution of those rules. In any situation involving actual or potential logical consequences, students have the right to be informed of actual or potential charges being made against them, to be able to present their side of any issue or event, and to understand the reasoning inherent to the application of logical consequences. This concept of due process is fair and appropriate to the operation of the school.

The school administration understands very well that students do not like being searched. When circumstances dictate a search will occur, every effort will be made to be as unobtrusive as possible during the process. In such cases, the security needs of the school override the sensitivity of the student.

RIGHT TO SEARCHES

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

Regarding searches:

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

TOBACCO, VAPOR, OR OTHER SMOKING DEVICES

Tobacco use in all forms, vapor inhalers, or any other smoking item or device is prohibited by both board policy and state law, on school grounds, at school-sponsored activities, on student trips, and when students are being transported in school district vehicles. "Use" includes but is not limited to lighting, chewing, smoking, or inhaling any such product. School grounds include the building, the parking lots, the grass area, the sidewalks surrounding the school, and the areas used for physical education and athletics. Consequences for violations of this policy will be assigned as detailed in the FMHS Behavior Matrix.

COUNSELING

CAREER AND COLLEGE COUNSELING

The Counseling Center offers a variety of services to students and parents, including academic advising, career planning, and college planning, among others. Students may work one-on-one with their counselor or in small groups to explore career issues and career planning topics. The Counselors work with the advisory planning committee on various college and career skill building and exploration activities.

Senior students complete a personalized conference with their counselor in the fall of their senior year. This conference reviews remaining graduation credits and establishes an individualized plan for transition to college, career, or military goals. College selection and application steps along with financing a college education is also reviewed.

COLLEGE CLASSES - CONCURRENT ENROLLMENT

Students may receive high school and/or college credit for college level courses offered by Morgan Community College. See the FMHS Student Registration Guide or contact your school counselor for more details.

COUNSELING SERVICES

Students at Fort Morgan High School are encouraged to contact their counselor regarding questions and concerns of any kind--academic, social, or emotional. Problems related to educational, career, and personal decisions are areas where counselors can be of assistance to students. Counselors are advocates for students within the school. Each student is assigned a counselor upon entrance to the high school as follows:

A – L (GRADES 11-12)	**MRS. TRACI REEVES**	**970-370-6679**
M – Z (GRADES 11-12)	**MRS. AMY PROUTY**	**970-370-6680**
A – L (GRADE 9-10)	**MR. RYAN EINSPAHR**	**970-441-2721**
M – Z (GRADE 9-10)	**MR. JAKE NORRIS**	**970-370-6681**

COURSE LOAD REQUIREMENTS

Full time students at Fort Morgan High School are expected to carry a full schedule and be enrolled in a minimum of five academic classes. Honors Pass and/or Teacher's Assistant **does not count** as one of the five academic classes. Exceptions to this requirement must be approved by Fort Morgan High School Administration.

If a senior has all credits and is on track to graduate, s/he may submit a letter to the principal requesting a shortened schedule due to extenuating circumstances. The letter must explain why a shortened schedule is being requested. Upon approval by the principal the student will work with his/her counselor to draft a schedule that reflects the student's request, within reason. Students participating in extracurricular athletics or activities must take a minimum of five classes to be eligible to participate.

Scholarship, admissions, and hiring committees look at the rigor of the class load of seniors during their second semester to determine who is most likely to follow through and succeed. Your high school transcript, including your choices about your course load, can reflect positively or negatively when applying for scholarships, programs, and jobs. **We highly recommend taking a full class load, with a balance of rigorous courses, to reflect your efforts in receiving the best education possible and your dedication towards that goal.**

GRADUATION REQUIREMENTS

To graduate and receive a diploma from Fort Morgan High School, students must complete the following:

- Attend classes regularly in compliance with district attendance policies.
- Complete 48 semester credits.
- Demonstrate College and Career Readiness (CCR).
- Choose a Graduation Pathway.

Menu of College and Career-Ready Demonstrations:

Accuplacer:

Classic	Reading, Writing and Communicating 62 on Reading Comprehension or 70 on Sentence Skills	Mathematics 61 on Elementary Algebra	The Accuplacer is a computerized test that assesses reading, writing, math, and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels.
Next Generation	Reading, Writing and Communicating 241 on Reading or 236 on Sentence Writings	Mathematics 255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)	

ACT:

Reading, Writing, and Communications 18 on ACT English	Mathematics 19 on ACT Math	ACT is a national college admissions exam. It measures four subjects – English, reading, math and science. The highest possible score for each subject is 36.

ACT-WorkKeys:

Reading, Writing, Communicating, and Mathematics Bronze or higher (a score of at least 3 in all three assessments)	ACT- WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students must score at the bronze level (a score of at least 3) in all three assessments – Applies Mathematics, Graphic Literacy and Workplace Documents – and they will earn the ACT's National Career Readiness Certificate.

Advanced Placement:

Reading, Writing and Communicating 2	Mathematics 2	AP exams test students' ability to perform at a college level. Districts choose which AP exams with fulfill this menu option. Scores range from 1 to 5 (highest).

ASVAB:

Reading, Writing, Communicating, and Mathematics 31 on the AFQT	The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 on the AFQT are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.

Concurrent Enrollment:

Reading, Writing and Communicating Passing grade per district and higher education policy.	Mathematics Passing grade per district and higher education policy.	Concurrent Enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determined passing grades for credit and concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite directly prior to a credit-bearing course or 2) a credit-bearing course, and 3) governed by a district-level cooperative agreement or MOU. Districts choose which courses will fulfill the option.

District Capstone Project:

Reading, Writing and Communicating Individualized	Mathematics Individualized	District Capstone Project is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a students' best work.

Industry Certificate:

Reading, Writing and Communicating Individualized	Mathematics Individualized	Industry Certificates are credentials recognized by business and industry. They are district determined, measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry.

SAT:

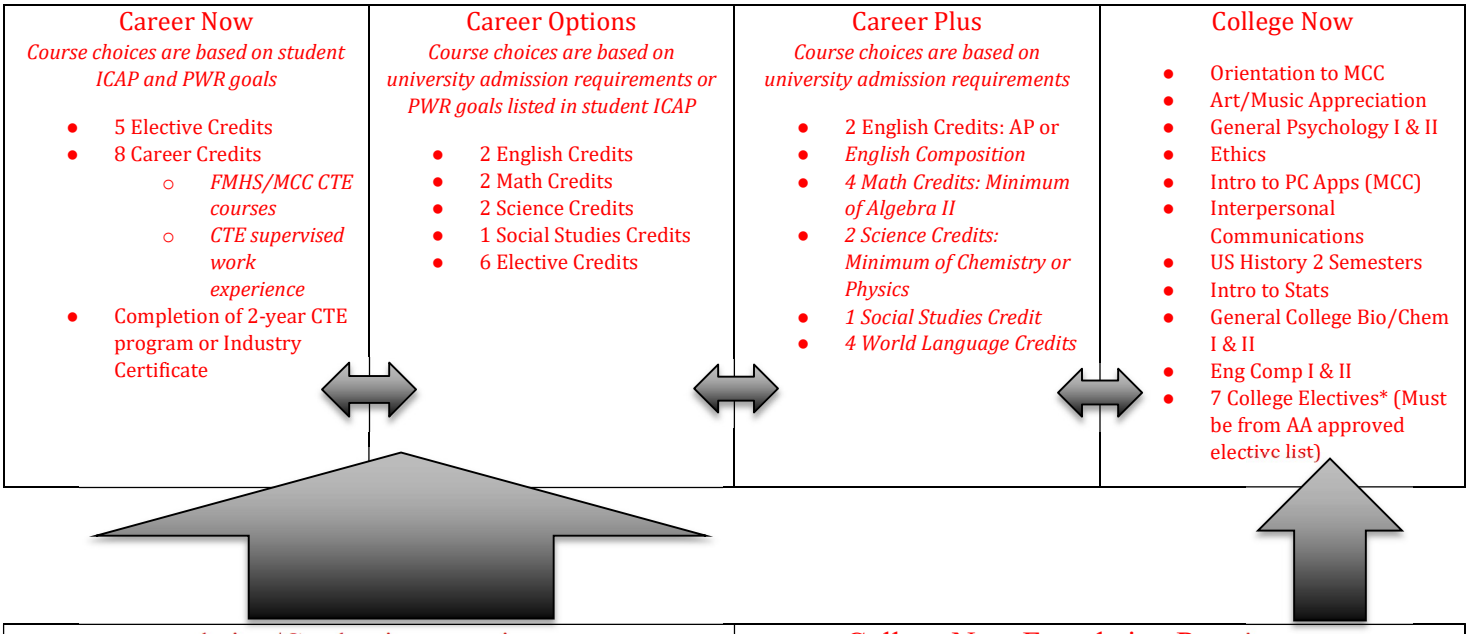
Reading, Writing and Communicating 470	Mathematics 500	SAT is a college entrance exam. The SAT includes sections on reading, writing and math. The highest possible score for each section is 800.

Fort Morgan High School Graduation Pathways

File: IKF

~~Effective with the graduating class of 2024, graduation from Fort Morgan High School requires a completion of a minimum of forty-eight (48) credits and meeting one of the Colorado Department of Education Menu of Options criteria.~~ Graduation Pathways are designed to give each student a well-balanced and comprehensive high school education informed by their interests and post-secondary goals. Classes, when carefully selected, will help students explore their own interests and develop abilities to support a successful transition to life after high school. All students will start in the Career Options pathway. Through advisory activities, and conversations with advisors, counselors, and homes, students will plan and declare a pathway prior to their junior year.

- **Career Now** – intended for students who have specific academic requirements and need additional guidance for their course of study; students may earn a professional certification upon graduation.
- **Career Options** – intended for students with goals and plans to obtain a 2- or 4-year degree or professional certification.
- **Career Plus** - intended for students with goals and plans to obtain a 4-year or advance.
- **College Now - intended for students who wish to pursue an Associate of Arts Degree while in High School.**



EARLY GRADUATION

See FMHS Student Registration Guide for information on how to qualify for early graduation.

HONORS PASS

Any junior or senior who:

(1) has a cumulative GPA of 3.25 or higher and/or has perfect attendance with no tardiness and/or no behaviors or concerns for the previous semester.
(2) has passed all courses in the previous semester.
(3) is enrolled in appropriately rigorous coursework in the four core areas of English, Math, Science, and Social Studies.

May elect to have an Honors Pass as his/her schedule allows. No student will have more than one Honors Pass per semester. The privilege may be revoked at any time if abused. Speak with your counselor if you qualify and are interested in this opportunity.

INDEPENDENT STUDY CONTRACTS

See the FMHS Student Registration Guide for information on independent study contracts.

SCHEDULE CHANGES

Students and parents should review schedules carefully. Adding and dropping classes will be allowed until the 3rd school day of each semester. There is NO guarantee that a student's request to change his/her schedule will be granted. Counselors and administration will review individual cases in the event of serious extenuating circumstances, i.e., improper placement, or compelling academic reasons for change. Exceptions may be made in extenuating circumstances by an administrator.

TRANSCRIPT REQUESTS AND FEES

You can request official transcripts for colleges, scholarships, and NCAA. You must submit your request to the registrar in the Counseling Center two weeks before the deadline. Transcripts will be sent electronically or through the mail. It is your responsibility to follow through with the receiving entity to make sure they have received your transcript. Institutions can take up to three weeks to process receipt of transcripts. No charges for transcripts while you are in high school. A $5.00 fee will be charged per transcript once you graduate from FMHS.

Academic Transcript Maintenance by FMHS shall contain the following student information: Semester grades, Immunization Information, Student Pictures, Place and Date of Birth, Guardian Information, and Dates of Attendance. Student refusals to participate in the FMHS testing program are also noted.

TRANSFERS AND WITHDRAWALS

Students who are going to transfer or withdraw from school should start the withdrawal process in the Counseling Center prior to their last day of school. Parents must come into the Counseling Center to sign their student out of school. On the day of withdrawal, students must turn in all necessary books and materials after which time an exit interview will be conducted by the Counseling Staff. **Students should be certain that all fines are paid at the time of withdrawal.** When students transfer to a new school in mid semester, they will normally be enrolled with a schedule that will allow them to complete the courses they were taking at their previous school. However, if comparable courses are not available at the new school, the students may not receive credit for those courses where no match could be found. Students transferring into Fort Morgan High School with less than four weeks remaining in the semester should plan to make arrangements to receive semester credit from their previous school for those courses that could not be taken at Fort Morgan High School. Students transferring from Fort Morgan High School with four or fewer weeks remaining in the semester may receive credit from Fort Morgan High School if the requirements for the course can be met.

Students, who voluntarily withdraw, may be re-admitted with conditions for readmission set by Fort Morgan High School Administration. Students who have been expelled or suspended for the duration of the semester will not have an opportunity to enroll before the following semester. In this case, conditions for readmission to Fort Morgan High School will be determined by the Superintendent.

WEIGHTED COURSES

See FMHS Student Registration Guide for information on weighted courses.

GENERAL INFORMATION

ADVERTISEMENTS, BULLETIN BOARDS, AND POSTERS

Student groups may display important notices, posters and fliers in designated areas and public bulletin boards after an administrator has approved them. Fliers or advertisements may not be placed on windshields of vehicles on campus. Posting notices of private profit-making organizations are prohibited. The main office will stamp approval on all advertisements prior to being posted within the school.

ANNOUNCEMENTS - BULLETIN AND P.A. SYSTEM

Daily announcements appear in the Daily Bulletin and will be emailed to all students and staff. The bulletin will be read daily over the overhead intercom system. The bulletin will also be posted outside of ~~at~~ the Main Office, emailed to students and posted in Infinite Campus. Those wishing to have announcements for their club or activity included in the bulletin must submit the item by 3:15 p.m. the previous day to the Main Office. Our goal is to make sure that information is dispensed in a manner that does not take too much time away from the classroom. The Daily Bulletin is also posted on the school web site at http://highschool/fortmorgank12.com.

ASSEMBLIES

Assemblies and pep rallies are provided for the education and entertainment of the student body. Assemblies will be scheduled at times designated by administration. Attendance at assemblies by students and teachers is required unless otherwise posted.

ATHLETIC TEAMS AND HEAD COACHES

Fort Morgan High School is proud of a long tradition of participation and successes in the extra-curricular activities endorsed by the Colorado High School Activities Association (CHSAA). Fort Morgan High School is a member of the Patriot League. Fort Morgan competes in fifteen interscholastic athletic programs at the 4A/3A level.

SPORT	HEAD COACH
Baseball	Josh Langford
Basketball, Boys'	David Marquez
Basketball, Girls'	~~Brett Andersen~~ Jayme Stringham
Cheerleading	~~Kemma Bowen~~ Saadiqah Townsend
Cross Country, Boys' & Girls'	Mike Mason
Football	~~Ty Davies~~ Harrison Chisum
Golf, Boys' & Girls'	Greg Gotto
Gymnastics	Nicole Bowles
Soccer, Boys'	Eddy Estrada
Soccer, Girls'	Elizabeth Hannemann
Tennis, Girls	Kendra Bell
Track, Boys' & Girls'	Nolan Meyer
Volleyball	~~Nicole Andersen~~ Makenzie Harris
Wrestling, Boys'	Kyle Graulus
Wrestling, Girls'	Andrea Vigil

BUSES

School buses are provided for students living outside the city limits. Any questions regarding bus routes or pick-up times should be referred to the district transportation office at 970-867-2263. Reference policy JICC and JICC-R for student conduct on buses information and behavior.

CAFETERIA AND COMMONS

The school cafeteria provides a variety of hot and cold meals. Breakfast is served for $1.75 per day from 7:~~30~~15 a.m. – 7:55 a.m. Lunch is served for $3.00 Tuesday through Friday. Adult meals are $3.00 for breakfast and $5.00 for lunch. It is expected that student behavior during the lunch period is considerate and responsible. During lunch, students may eat in the commons, or other designated areas.

POLICIES

- The Fort Morgan School District participates in the National School Lunch and the National School Breakfast Program. This enables parents to fill out an application and, based on income, be allowed to participate in the Free and Reduced Lunch program and the Breakfast program. If your family is approved for this program the status is the same for breakfast as for lunch. **Each family must complete a form at the beginning of each school year.**
- Student lunches will be served as Offer vs. Serve style, with the student taking a main dish and vegetable and then 2 other choices for a meal. They may certainly take all items offered that day but are required to take at least 3 items.
- Students are expected to clean up after themselves.
- Students can make deposits to their lunch and breakfast account using their FMHS ID card. The card is scanned, and the amount of the lunch or breakfast is taken out of their account at the time of service.

For questions on the school district lunch policies, please contact Ashley Strauch at 970-370-6102.

CLUBS

Fort Morgan High School offers its students several clubs and activities. Any group wishing to organize a club should have all the following:

1. Goals, objectives, and activities that are of constructive value to that group and to the school in general.
2. A constitution which specifies the leadership structure, mission, meeting times, by-laws, etc., of the proposed organization. The constitution and a charter application should be submitted to Leadership in Action.
3. Leadership In Action approval of the charter, with final approval by the Activity Director for final approval.
4. A member(s) of the Fort Morgan High School faculty as one of its advisors.
5. Equal opportunity for membership among eligible Fort Morgan High School students who might wish to participate.
6. A list of interested students.

New Club Procedure forms can be picked up in the main office. Return completed forms to the Administrative Assistant to start the approval process for your new club.

CLUBS AND SPONSORS

Club	Sponsor
Art Club	Carol Boodakian
Book Club	Lori Whitman / Meena Luark
Chess & Board Game Club	Ricky Partney
Diversity Club	Lilibeth Bendol
Dungeons & Dragons Club	Ian Blake
FBLA	Rebecca Schmidt/Brian Whitney
FCA (Fellowship of Christian Athletes)	Brett Andersen/Nicole Andersen
FCCLA	Angela Smith/Alicea Einspahr
Fellowship of Christian Students	Zach Stream/Brett Andersen
FFA	Greg Ditter/Danica Farnik
Forensics	Therese Rich
FM Adventure Seekers	Cherelle DeVries/Alicea Einspahr
GSA	Dencia Kudron
Investment Club	Himanshu Sharma
Knowledge Bowl	Brian Whitney
Library Ambassador Club (Includes FM Speaks, Poetry Out Loud, Writers' Workshops, etc.)	Lynell Jamieson
LULAC	~~Heldwin Brito~~
Mini Mustang Mentors	Dencia Kudron
Mock Trial	Terri Rich
Model United Nations	~~Kyla Carpenter~~ Cory McDaniel
Mustang Pride	Liz Schmidt
National Honor Society	Cherelle DeVries
Special Olympics	Lisa James
Thespians	~~Meagan Morrow~~ Adam Tiscareno Maston
Vocal Jazz Ensemble	Elise Cangro
YES-O (Youth for the Environment in School Organization)	Mary Yangzon

DANCES

Any Fort Morgan High School student in good standing may attend dances. Dances are considered an extracurricular activity, and thus a student will not be allowed to attend a dance if they are ineligible for that week. They may not be failing more than one class as reported on the weekly failure list or at the conclusion of the last grading period. Students not having ID cards will not be admitted to dances to include Homecoming and Prom. All school rules, including dress code, will be enforced at dances unless specific exceptions have been announced prior to the dance. Homecoming is a semi-formal dance that requires special attire, i.e., ties and slacks for boys and dresses for girls. Junior/Senior Prom is a formal dance requiring a coat and tie or tuxedo, and long or short dresses. Appropriate dress is an expectation, and a student may be asked to leave and change clothes if the dress code is not followed. Students may not bring drinks or snacks acquired outside the building to dances. Students may bring guests who do not attend FMHS to Homecoming and Prom only upon completion and approval of a permission form available from the Assistant Principal/Activities Director's office prior to the week of the dance. No one younger than 9th grade will be admitted to dances. No one older than 21 will be allowed to attend school dances. Students who are suspended will not be admitted to dances. Students must clear their fines and fees prior to admittance to dances. Dances will end at 11:00 p.m. unless otherwise noted. If a

student leaves a dance, they may not re-enter. School officials reserve the right to make decisions on suitable dancing and individuals who engage in dancing behaviors that are inappropriate, or unsafe will be removed from the dance and parents/guardians will be notified.

FIELD TRIPS

Field trips may potentially involve risks and responsibilities for your child that are beyond the scope of those normally associated with educational activities at school. Such risks are personal injury and/or damage to personal property. Students attending a field trip are required to fill out a Student Permission Form (provided by the field trip sponsor/teacher). To account for all students, passengers are required to be on the list of the appropriate driver. Students 18 years of age or older are still required to provide the Student Permission Form and get approval from the principal and/or designee prior to participating in a field trip event.

GIFTS

Gifts of cut flowers, potted plants, and balloons etc. **are to remain in the Main Office and students are not to take them into the classroom.** Students may pick them up at the office after school.

HEALTH

Registered Nurses are employed by the School District and are available during school hours. School Nurses serve more than one school within the district and may not always be on the premises, however, are on-call for all questions and emergencies. Your student's school has trained designated staff that can answer your questions, give medications, and provide emergency first aid for students when the nurse is not in the building.

IMMUNIZATIONS

An immunization record must be presented when registering students for school. If the student's immunization record is not complete, parents will be notified and must decide to present the appropriate documentation of immunizations, or a plan of progression toward immunization compliance. No student is permitted to attend, or continue to attend, any school in this district without meeting the legal requirements of immunization against disease. Exemptions for immunizations include health, religious, and/or personal reasons, as provided for by the law. To be exempt, a parent/guardian must present the appropriate and signed paperwork.

MEDICATIONS

Before bringing any medication to school a parent/guardian needs to check with their doctor to determine if the medication must be given during school hours. Schedules can usually be set up so medications can be given at home. Medication will be given at school **only** if the effectiveness is altered by not giving it during the school day. Any medication that must be given at school requires written permission from the student's doctor and parent/guardian. This includes both prescription and non-prescription (over the counter) medication. Medication must be brought to the school by an adult. Prescription medications must come in a pharmacy-labeled container with the name of the student, the name of the medication, medication dosage and instructions for administering the medication. The pharmacy name and phone number and the doctor prescribing the medication must also be included on the label. Non-prescription medications (over-the-counter medications) must be labeled with the student's name and packaged in the original container. Packaging 'dosage' instructions must match the signed doctor authorization. Any time medication dosages change throughout the year, all paperwork (written permission, pharmacy labels, etc.) will need to be replaced. All medication paperwork must be renewed at the beginning of each school year. Students are not allowed to carry any medication in their lunch bags, jackets, backpacks, etc. Exceptions to this rule include Inhalers, Epi-pens, Benadryl, and Diabetic medications. Written permission from the doctor and parent/guardian allowing the student to carry and "self-administer" must be noted on the appropriate documentation and approved by RN. Parents/guardians should consult with their School Nurse assigned to their student's building. Under no circumstances will school personnel provide any medication to a student. Only the School Nurse or School Nurse's designee may administer medications to students. Qualified staff members must pass the Medication Administration class and have delegation privileges from the individual School Nurse responsible for their school. **ONLY** School Nurses can provide "Emergency Delegation" in individual circumstances.

LIBRARY/MEDIA CENTER

The Fort Morgan High Library is open from 7:30 am - 4:00 pm when school is in session. Students may use the library before and after school or during lunch to read, do homework, or use a computer. During class time, they must have a pass from their teacher. Students must present their current ID card to check out library books.

Library books are checked out for a minimum of 2 weeks at a time but can be renewed unless another student has requested the book. To avoid fines, turn in your book on or before the due date. Overdue fines are 10 cents a day, with a maximum overdue fine of $5.00. You will be charged full replacement cost if you fail to return a library book.

LOST AND FOUND

Lost items turned into the office will be held until the end of the semester. If there is identification on the item, every effort will be made to contact the owner. All unclaimed items will be given to a local charitable organization in December and June.

PARENTAL INVOLVEMENT ROLE OF PARENTS

Although the purpose of information in this handbook is specifically designed for students attending FMHS, as teachers, administrators, staff, and as a community, we greatly appreciate your involvement in the educational process of your child. We simply cannot be successful in fully educating your child without your efforts and assistance. FMHS would like to welcome you to attend or join our District Accountability Committee or welcome any other suggestions that you may have to improve our existing building or policies. As always, your efforts and support are most appreciated.

CAMPUS PARENT PORTAL

As a parent, a critical role in your students' education is how you monitor and encourage progress throughout the academic year. The Fort Morgan School District offers a great opportunity to monitor your child's progress through Campus Parent. Campus Parent is a web-based program that is a component of our Infinite Campus Data System. All you need to view your child's grades, behavior, lunch account, and even his/her fines is a computer with an internet connection. If you have not signed up for Campus Parent, or have simply forgotten how to access Campus Portal, we would be more than happy to assist you in the process. Simply stop in at the Counseling Center or the District Support Center, and we can help.

SCHOOL COMMUNICATION

- Website http://www.fortmorgank12.com and access our webpage by clicking on schools and then FMHS.
- Daily announcements that can be accessed via Campus Parent in Infinite Campus or on the school website under Announcements.
- Call the FMHS Main Office at 970.867.5648 or the Attendance Line at 970.370.6690 if you want to report your child's absence, or if you want to speak with an administrator or a teacher.
- Call the FMHS Counseling Center at 970.370.6682 if you need to talk with your child's counselor, requesting transcripts, wanting to enroll or disenroll your child, etc.
- Auto-Dialers are used by FMHS to report information to students and parents.

SPORTSMANSHIP EXPECTATIONS

- Positive and supportive behavior and sportsmanship are expected and emphasized at all school athletic events.
- Mustang fans and students will conduct themselves in a respectful manner in their interactions with guests, opponents, and game officials.
- Students will not engage in negative or offensive cheers or gestures during games or events.
- Students who persistently engage in inappropriate behavior may be removed and/or prohibited from attending all future contests. Students and fans are asked to observe league rules prohibiting signs and noisemakers at athletic contests.

STUDENT ACTIVITY ICON

We encourage all students to purchase an Activity Icon for $30.00. All money from the sale of activity icons is used to finance student activities and athletics. **Students participating in sports, cheerleading, yearbook, or music/band must purchase an activity icon.**

STUDENT IDENTIFICATION CARDS

Student identification cards will be issued to all students at the beginning of each school year. These photo cards must be carried while on school grounds and when attending school functions. Any student who does not have an I.D. card should report to the Main Office and a replacement I.D. will be supplied. The cost of replacement is $1.00. As its name indicates, an I.D. card is for the purpose of identifying the holder of the card, in this case, the student. On occasion the student may be asked to show her/his I.D. card to a staff member. Failure to do so constitutes a violation of discipline policy and will result in disciplinary action. Identification cards must be presented to enter school dances or athletic events at student prices, to gain Internet access, to check out materials from the library, or to leave campus during lunch.

TELEPHONES

If a student does not have a cell phone and needs to make an emergency call to parents/guardians, with the approval of the office staff, a student will be able to make that call from the Main Office. Phone messages for students are discouraged. In case of an emergency call from parents, every effort will be made to contact the student. Teachers are not authorized to allow students to use classroom telephones during class.

SAFETY AND SECURITY

ASBESTOS NOTIFICATION

To comply with the EPA AHERA regulations, Morgan County School District Re-3, along with all other schools in the United States, must notify all students, staff, and patrons that all schools have been inspected and that there are Management Plans available for inspection. These Plans are available at the Maintenance Office, 1301 East Riverview Avenue. Any remaining asbestos in the schools is in good shape and poses no danger. The district maintains periodic inspections every six months to comply with the regulations. If you have any questions regarding asbestos in Morgan County School District Re-3, please contact Mark Clapper at 970-542-1469, extension 58011.

EMERGENCY RESPONSE PROCEDURES

Safety is a priority at FMHS. We train our staff and students on the following emergency protocols.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT 1974 (FERPA)

The *Family Educational Rights and Privacy Act* (FERPA), a federal law, requires that Morgan County School District RE-3 and Fort Morgan High School, with certain exceptions, obtain a written consent prior to the disclosure of personally identifiable information from a child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the district to include this type of information in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production.
- The annual yearbook.
- Honor roll or other recognition lists.
- Graduation programs.
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of l965* (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify Fort Morgan High School in writing by August 31 of any given year. We have designated the following information as directory information:

- Student's name
- Address
- Date of Birth
- Grade Level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

LOSS/THEFT

Students should secure bicycles, automobiles, valuables, and their lockers because the school does not accept responsibility for personal articles and property in case of theft in the building or on school grounds. Students who lose or have reason to believe their personal property has been stolen/vandalized should contact the School Resource Officer or Assistant Principals.

NOTE: The school does not take responsibility for your personal belongings. Please exercise care in what you bring to school and where you leave it. Do not share your locker combination with anyone. Always, no matter how hurried you are, make sure that both locker compartments are secure in your hall locker and that your gym locker is secure.

MANDATED REPORTER

All FMHS and MCSD employees are considered mandated reporters. A mandated reporter is obligated by law to report known or suspected incidents of child abuse and/or neglect for children up to age 18. For more information on this obligation, please see state statute C.R.S. 19-3-304.

OPEN AND CLOSED CAMPUS

CLOSED CAMPUS (EXCLUSIVE OF LUNCH)

Students are to remain on school grounds, either in a classroom or designated areas, unless permission to leave is received from the Main Office. Students who leave during the school day must get permission from the Main Office in advance and sign out at the attendance window on the day of the absence. Students who return to school or come after classes begin must sign in at the attendance window. Parking areas are considered "off campus" during school hours. Consequences for repeated violations of the closed campus policy may include detention, in-school suspension, out-of-school suspension, or community service.

OPEN CAMPUS LUNCH TERMS AND CONDITIONS

Open campus means that students can leave the campus grounds for lunch. Open campus is a privilege, and this privilege will be revoked if regulations are not followed. Attendance and behavior requirements must also be met for students to receive open campus privileges even if students meet the academic requirements.

- All freshmen (9th grade) will have closed campus for the duration of the school year.
- All sophomores (10th grade) will have closed campus for the 1st semester.
- Sophomores who achieve a 1st semester GPA of 3.0 or above and have no D's or F's for a weekly grade will be awarded open campus privileges during the noon hour on Wednesdays and Fridays for the second semester of the school year.
- All juniors (11th grade) and seniors (12th grade) will have open campus throughout the school year. However, if a junior or senior receives a D or F for a weekly grade, they must attend Content on Wednesdays and Fridays, prior to leaving campus for lunch.

Students may leave the campus during their lunch in accordance with the above stipulations, provided their parents or guardians have completed the Online registration giving permission for their student to leave campus. Completion of OLR form is to ensure

that parents/guardians are aware that their student may leave campus during lunch. However, this privilege may be revoked for improper student behavior including, but not limited to, unexcused absences and tardiness resulting from students not returning on time and for inappropriate behaviors while off-campus. Parents/guardians may also deny permission for their student to leave campus during lunch.

PARKING

All students who drive to school must:

(1) register their vehicle with the main office to receive a $1 Parking Sticker, which will be placed on the lower passenger side of the windshield, and
(2) park in their designated lot, and not on any street.

Any student who is parked on or off school property and is not parked in a designated area, is subject to a $25.00 fine paid to FMHS.

All freshmen (9th grade) and sophomore (10th grade) students are to park in the gravel parking lot across the street from the front of the school. All junior (11th grade) and senior (12th grade) students are to park in the northwest lot behind the school.
Students are not to park in street areas and will be subject to receiving a ticket from FMHS. Driving to school is a privilege, and continued violation of parking infractions may result in a student's loss of privilege to park on school grounds.

SCHOOL RESOURCE OFFICER (SRO)

Fort Morgan High School participates in a partnership with the Fort Morgan Police Department known as the School Resource Officer (SRO) Program. The purpose of the SRO Program is to ensure a safe learning environment, improve relations between law enforcement and students, and to be a resource to students, staff, and parents. The SRO will handle complaints such as theft, harassment, motor vehicle accidents on school grounds, possession and/or use of illegal substances, as well as all other situations of a criminal nature. The SRO maintains an office in the library hall on the west side in Room 259. Students are encouraged to stop in or contact the officer at 970-867-5648.

VISITORS

The Board encourages parents/guardians and other citizens of the district to visit classrooms at any time to observe the work of the schools. To ensure that no persons enter buildings with wrongful intent, all visitors to the schools shall report to the school office and obtain a visitor badge when entering. Visitors may be asked to show proper identification and must provide a reason for being at the school. Failure to comply with checking in with the office can result in a citation of trespassing. **Student visitors must receive at least 24-hour prior approval before being allowed to attend class with a family member or a friend.** We encourage all outside students wishing to visit our students and staff to please do so before or after school if possible. Teachers should notify the front office of impending visitors (example, guest speakers, trainers, coaches, etc.) to classrooms.

APPENDIX

DISTRICT POLICIES AND PROCEDURES

For a full copy and explanation of District Policies and Procedures, please go to the district website: http://www.fortmorgank12.com.

STATEMENT OF NON-DISCRIMINATION

Morgan County School District Re-3 is an Equal Opportunity Employer, subject to all federal and state laws and constitutional provisions. Morgan County School District Re-3 does not discriminate based on disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, age, or need for special education services. Contact Person – Superintendent, 715 W. Platte Avenue, Fort Morgan, CO 80701 – 970-867-6110.

SCHOOL SONGS

HAIL TO THEE (Alma Mater)

(Words by Tom Yates)

Hail to thee, our Alma Mater
Dear old Morgan High
Fame and glory shall become thee
As each year goes by.

Proud are we of our true colors
Symbols of thy fame
Hail to thee our Alma Mater
Hear the glad refrain.

When our school days are over
And we've said goodbye
Still our school lives on in mem'ries
That will never die.

FIGHT SONG

On, Fort Morgan,
On, Fort Morgan
Fight on for our fame,
Put the ball clear round the rival
Touchdown sure this time
Rah-Rah-Rah.

On, Fort Morgan,
On, Fort Morgan
Fight on for our fame,
Fight Mustangs, fight, and we
Will win this game.

Memorandum

To: Board of Education

From: Fort Morgan High School

Date: July 16, 2025

RE: Fort Morgan High School 2025-2026 Athletic/Activities Handbook changes

We have made the following changes for our 2025-20256 Athletic/Activities Handbook:

1. Page 3 — Added: Concussion Management Protocol, 21, 25, 26, 29, 30.
   Deleted: 22, 23, 26, 27
2. Page 4 — Deleted: 48120
   Added: 0120
3. Page 6 — Added: FM Adventure Seekers, Mini Mustang Mentors.
4. Page 7 — Added: 11. Coaches are expected to have up to date rosters, Statistics, schedules and results entered weekly into the MaxPreps platform.
5. Page 8 — Added: This includes being present until the last student/athlete is Picked up following events.
6. Page 9 — Added: Respecting the 24-hour period of no contact with coaches Following a game or contest.
7. Page 10 — Added: https://students.arbitersports.com/programs/2025-2026-fort-morgan-high-school-registration.
8. Page 11 — Deleted: If a student participate serves a full day in ISS (In School Suspension) on a game day, he/she will not take part in a contest on that day.
   Added: If a student participant receives ISS or OSS they are not allowed to participate in any athletic contest or practice until their suspension has been served in full. They may return to participation the following day.
9. Page 12 — Added: or officials.
10. Page 15 — Deleted: (See AD for more information)
    Added: Refer to CHSAA website for sport regain dates.
    Deleted: Any student participant serving suspension will be eligible for practices but prohibited from activities/contests during the time of the suspension.
11. Page 18 — Added: This includes the use of or possession of a vape device or

Paraphernalia.

Deleted: remaining, participates

Added: Scheduled, takes part in.

12. Page 19 Deleted: participates, competition season

Added: scheduled, takes part in. total scheduled contests the participant takes part in.

13. Page 22 Added: Concussion Management Protocol information

14. Page 30 Added: Warning: Although participation in supervised interscholastic Athletics and activities may be one of the least hazardous in which any student will engage in or out of school, BY ITS NATURE, PARTICIPATION IN INTERSCHOLASTIC ATHLETICS INCLUDES A RISK OF INJURY WHICH MAY RANGE IN SEVERITY FROM MINOR TO LONG-TERM CATASTROPHIC INJURY. Although serious injuries are not common in supervised school athletic programs, it is impossible to eliminate this risk.

Added: Players must obey all safety rules, report all physical problems to their coaches, follow a proper conditioning program, and inspect their own equipment daily.

Added: Fellowship of Christian Students, FM Adventure Seekers, Library Ambassador Club, Mini Mustang Mentors, Vocal Jazz Ensemble.

Fort Morgan High School

Athletics & Activities Handbook

FORT MORGAN HIGH SCHOOL COLORS

Cardinal, Black, and White

FORT MORGAN SCHOOL SONG

On Fort Morgan, on Fort Morgan
Fight on for our fame
Put the ball clear round the rival
Touchdowns sure this time
Rah-Rah-Rah.
On Fort Morgan, on Fort Morgan
Fight on for our fame
Fight Mustangs, fight and we
Will win this game.

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DISCRIMINATION DISCLAIMER

Employees, students, and parents are hereby notified Fort Morgan Public Schools does not discriminate based on race, color, religion, national origin, sex, handicap, or age in its educational programs, activities, or employment practices. There is a grievance procedure for discrimination concerns. Inquiries concerning any of the above or Title IX and Rehabilitation Act Regulations should be directed to Jason Frasco, Human Resources Director, Morgan County School District Re-3, 715 W. Platte Avenue, Fort Morgan, Colorado 80701, and phone 970-867-5633, extension ~~48120~~ 0120. There will be no discrimination or retaliation against any member of the school community for his/her participation in the presentation or resolution of a complaint.

STATEMENT OF CODE OF ETHICS COLORADO HIGH SCHOOL ACTIVITIES ASSOCIATION

To be of maximum effectiveness in serving and fostering the education of the students so entrusted to us and in promoting and supplementing the regular curriculum, it is the duty of all concerned with our secondary athletic and activities programs to:

1. Cultivate an awareness that participation in athletics and activities is part of the total educational process and as such, the coach/advisor should neither seek nor expect academic privileges for the participants.
2. Emphasize the proper ideals of sportsmanship, ethical conduct, and fair play as they relate to the lifetime impact on the participants.
3. Develop a working awareness and understanding of all rules and guidelines governing competition, both in letter and intent.
4. Recognize that the purpose of athletics and activities is to promote the physical, mental, moral, social, and emotional well-being of the individual participants.
5. Avoid any practice or technique which would endanger the present or future welfare or safety of any participant.
6. Adhere to policies which do not force or encourage students to specialize or restrict them from participation in a variety of activities.
7. Refuse to disparage an opponent, an official, an administrator or spectator in any aspect of the activity.
8. Strongly encourage the development of proper health habits: the non-use of chemicals, including alcohol, steroids, tobacco in any form and other mood-altering substances.
9. Always exemplify proper self-control, accepting adverse decisions without public display of emotion or dissatisfaction with the officials or judges.
10. Encourage all to judge the true success of the athletic and activities programs based on the attitude of the participants and spectators, rather than based on a win or loss.

PURPOSE

The purpose of this handbook is to communicate to parents, athletes, coaches, and administrators the philosophies, standards, rules, and expectations applicable to participants in the Morgan County School District interscholastic athletic/activities program. The clear understanding and consistent application of these matters will help ensure that students have the best possible experience in their respective athletic/activity programs.

ATHLETIC/ACTIVITY GOAL STATEMENT

Our mission is to provide opportunities for students to enrich their high school experience through participation on competitive athletic teams and extra-curricular clubs. We are dedicated to providing experiences that promote character development, integrity, sportsmanship, and a strong work ethic, while complementing the academic curriculum

ATHLETIC PHILOSOPHY

Fort Morgan High School believes that a safe and dynamic athletic program is an integral part of the total educational process and is vital to the character and educational development of all student athletes. Fort Morgan High School's athletic programs provide a variety of experiences that aid in the development of favorable habits and attitudes in students that will prepare them for adult life, including physical development, coordination, a healthy self-concept, pride, and good sportsmanship. Good sportsmanship practices have lifelong values. The athlete who acts fairly, who observes laws and customs, who treats others with consideration, and who takes adversity with dignity earns respect. Students in today's schools are tomorrow's community citizens, and as adults will demonstrate many of the attitudes they are now learning.
Fort Morgan High School's interscholastic athletic programs follow the constitution and bylaws of the Colorado High School Activities Association and affiliated leagues.

Varsity
Varsity-level programs are the most competitive of the athletic programs and, for that reason, include the most skilled and/or well-prepared student athletes. The student athlete earns the privilege to make the team. It is the coach's responsibility to field the most competitive team available; starting position and athlete playing time is at the coach's discretion.

Sub-Varsity
Sub-varsity programs are focused on the development of skills necessary for participation on the varsity level. The student athlete earns the privilege to make the sub-varsity team. The coach of any sub-varsity program should emphasize development of areas needing improvement on an individual and team basis. The coach will be encouraged to play as many participants as possible.

ACTIVITIES & ATHLETIC OFFERINGS:

Athletics – Fall Sports

- Football
- Volleyball
- Cross Country
- Cheer
- Gymnastics
- Boys Soccer
- Boys Golf

Athletics – Winter Sports

- Boys Basketball
- Girls Basketball
- Wrestling
- Cheer

Athletics – Spring Sports

- Girl's Tennis
- Girls' Soccer
- Girl's Golf
- Track and Field
- Baseball

Activities

- Art Club
- Book Club
- Chess Board & Games Club
- Diversity Club
- Dungeons & Dragons Club
- FBLA
- FCA (Fellowship of Christian Athletes)
- FCCLA
- Fellowship of Christian Students
- FFA
- Forensics & Mock Trial
- FM Adventure Seekers
- GSA
- Investment Club
- Knowledge Bowl
- Library Ambassador Club
- LULAC
- Mini Mustang Mentors
- Model United Nations
- Mustang Pride
- NHS (National Honor Society)
- Special Olympics
- Thespians
- Vocal Jazz Ensemble
- YES-O

FMHS STUDENT ACTIVITY/ATHLETIC FEES

ATHLETIC PARTICIPATION FEE PER SPORT	$50.00
ACTIVITY PASSES:	
STUDENT	$30.00
GAME ADMISSIONS:	
STUDENT/SENIOR	$6.00
ADULT	$7.00

* PRICES WILL BE DIFFERENT FOR PLAY-OFF GAMES

*ONLINE TICKETING AVAILABLE @ https://gofan.co/app/school.CO11687

FMHS PARTICIPANTS OF ACTIVITIES/ATHLETES ARE EXPECTED TO:

1. Know, understand, and strive to achieve the goals as outlined in the Activity/Athletic Goal Statement.
2. Maintain academic eligibility.
3. Take responsibility for his/her behavior and to set a good example on the playing field, in the classroom, and outside of school.
4. Commit themselves to the activity/sport in which they are competing by a willingness to work hard and give 100%.
5. Shows good sportsmanship and respect for teammates, opponents, officials, advisors/coaches, parents, and other students.
6. Keep open and honest communication with teammates, advisors/coaches, and parents.
7. Develop a clear understanding of the fundamentals of their sport, and to improve in their ability to participate both physically and emotionally.
8. Be prepared mentally, physically, and emotionally for practice and games.
9. Set realistic goals and to strive to achieve them.
10. Keep things in perspective and always work towards maintaining a hard-working, positive attitude.
11. Enjoy themselves and have fun during their activity/athletic experience in Fort Morgan Public Schools.

FMHS EXPECTATIONS OF ADVISORS AND COACHES:

1. Know and ~~to~~ teach the goals as outlined in the 9-12 Activity/Athletic Goal Statement.
2. Help each participating student to achieve a high level of skill, an appreciation for the values of discipline and sportsmanship, and an increased level of self-esteem.
3. Demonstrate the basic ability to communicate effectively and to get along with young people.
4. Show support of other advisors/coaches and their programs by encouraging students to participate in various programs and by working at other activities and by attending other activities throughout the school year.
5. Demonstrate the ability to treat students, officials, opponents, and fans in a sportsman-like manner.
6. Know and enforce the rules of the School District, League, State, National Federation, and the sport.
7. Plan, organize, and conduct activities/practices that teach fundamentals leading to the success of the group.
8. Strive to instill a positive work ethic and healthful life skills in students.
9. Complete all necessary paperwork to meet various deadlines. (All player paperwork and user fees must be turned in before individuals will be allowed to participate / practice).
10. Promote their sport and the Activity/Athletic program through sound public relations, particularly in working with the media.
11. Coaches are expected to have up to date rosters, statistics, schedules and results entered weekly into the MaxPreps platform.

12. Stay abreast of the latest methods and techniques of their activity in every way available, including attending in-service programs and clinics.
13. Insure a healthy and safe environment by using safe procedures and being responsible for the safety of those in the Activity/Athletic program.
14. Supervise their activities until the activity/sport is over and the students safely leave school property. This includes being present until the last student/athlete is picked up following events.
15. Fill out an accident report if an accidental injury occurs under their supervision.
16. Be responsible for the care and security of equipment and facilities.

FMHS EXPECTATIONS OF ADMINISTRATORS:

1. Know, understand, and be committed to the 9 -12 Activity/Athletic Mission and Goal Statements.
2. Know and enforce the rules of the School District.
3. Support on a fair basis all participants/athletes and advisors/coaches who are involved in the Activity/Athletic programs.
4. Follow the District chain of communication policy, especially in terms of encouraging the resolution of the problem at the lowest level possible (usually at the participant-advisor/coach level).
5. Make sure that there is a process in place to handle problems efficiently and effectively through the chain of communication, making sure of follow-up on the results.
6. Provide proper supervision of advisors/coaches to ensure that the provisions of the 9-12 Activity/Athletic Mission and Goal Statements are being addressed.
7. Help to discover and to provide opportunities for advisors/coaches to attend appropriate clinics and in-services.
8. Help educate parents and community members toward understanding the 9-12 Activity/ Athletic Goal Statement.
9. Organize and to facilitate the Activity/Athletic program while managing the Activity/ Athletic budget, facilities, and equipment.
10. Provide job descriptions, evaluation procedures, and annual in-service programs for advisors/coaches.

FMHS EXPECTATIONS PARENT/GUARDIAN

The role of the parent/guardian in the education of a student is important. The support shown in the home is often manifested in the ability of the student to accept the opportunities presented at school in the classroom and through co-curricular activities.

There is a value system – established in the home, nurtured in the school – which young people are developing. Their involvement in the classroom and other activities contributes to that development. Integrity, fairness, and respect are lifetime values taught through athletics/activities, and these are the principles of sportsmanship. With them, the spirit of the

competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results.

A true athlete, whether a student or a parent, is an effective leader within the school and the community. As a parent/guardian of a student, your sportsmanship goals should include the following:

Realizing that athletics/activities are part of the educational experience and the benefits of involvement go beyond the final score of a game.

- Encouraging our students to perform their best, just as we would urge them on with their class work, knowing that others will always turn in better or lesser performances.
- Participating in positive cheers that encourage our student athletes; and discouraging any cheer that would redirect that focus.
- Learning, understanding, and respecting the rules of the game, the officials who administer them, and their decisions.
- Respecting the task our coaches face as teachers and supporting them as they strive to educate our youth.
- Respecting our opponents as students and acknowledging them for striving to do their best.
- Developing a sense of dignity under all circumstances; and
- Respecting the 24-hour period of no contact with coaches following a game or contest.
- Being a fan…**not** a fanatic!

The parent/guardian has a major influence on the student athlete's attitude about academics and athletics. The leadership role taken by the parent/guardian helps create sportsmanship in the student athlete and will help influence our student athletes and our community for years to come. We look forward to serving you in the year ahead and appreciate your continued support.

ACTIVITY/ATHLETIC CODE OF CONDUCT

1. For the Activity/Athletic program to contribute to the functions, purposes and philosophy of the district, its primary objectives must relate to the teaching of wholesome attitudes and self-discipline. It must teach an appreciation for physical fitness, loyalty, personal sacrifice, dedication, and teamwork in conjunction with upholding traditions of excellence and high standards of personal behavior.
2. The conduct and general behavior of student participants is integral to the credit they can bring to themselves, their teams, their school, and their community. Thereby it is only reasonable that any participants conduct and general behavior that brings discredit or embarrassment to himself, his team, his school, and his community may result in temporary or permanent suspension from the Activity/Athletic program.
3. This high standard of conduct and behavior will be monitored and enforced throughout each school year. Consequences for any unbecoming conduct or conduct violating the established participation rules herein stated shall be enforced any time the participant is

currently participating in a sport or activity, or the next time a participant enrolls in a sport or activity during the present school year.

4. Specific requirements related to personal conduct for each activity/sport will be outlined by the advisor/coach. All participants will be expected to adhere to those requirements as well as to any school, district, league, and state requirements.

PRIOR TO CHECKING OUT FOR A SPORT:

Student athletes must complete each of the following steps before they are cleared to play a sport:

Student athletes along with the parent/guardian should read and become familiar with the **Fort Morgan High School Athletic/Activities Handbook.** At the end of the handbook is an **Acknowledgement**, which must be signed by the student athlete and the parent/guardian.

A **Fort Morgan Schools Activities/Athletics** form is filled out. By signing this form, the parent/guardian testifies:

- The student athlete has received a physical examination. The physician may provide his/her own physical examination form, in that event, the physician's form must be attached.
- Gives authorization for treatment of student athlete and acknowledges the risk of injury.
- The student athlete and parent/guardian must have appropriate medical/accident insurance. The student athlete must have insurance in one of the required formats:
    - The parent/guardian buy the insurance made available by the School District. The costs of all insurances, including insurance made available through the School District, shall be borne entirely by the parent/guardian.
    - The parent/guardian provide their own insurance.
- Student and parent must complete the online registration for CHSAA through https://students.arbitersports.com/programs/2025-2026-fort-morgan-high-school-registration
- Student/parent must submit payment to the Finance Secretary to receive the final white slip for clearance to participate.

Student athletes **must have all equipment turned in** if they were involved in a previous sport. This includes having fees paid for damaged or lost equipment. A student athlete will not be able to practice if they have missing equipment.

- Student athletes are expected to turn in all equipment at the conclusion of the sport's season on the date specified by their coach. The equipment should be washed, mended, and returned in good condition. **A fine, equal to the cost of the equipment, will be assessed to the athlete if the equipment is turned in late**. The equipment checked out shall be used for practices and competition as indicated and is not to be used outside of these times. Lost or stolen equipment is the responsibility of the

athlete.

- A student athlete who does not turn in a uniform will be responsible for the replacement value of the uniform and **will not be allowed to check out equipment for the next sport until the lost uniform has been returned or paid for**.

Each student athlete must pay a $50 participation fee for each sport in which he/she chooses to participate.

- **All student athletes are required to purchase an activity sticker.** Student athletes who drop with the consent of the coach within the first two weeks or who are cut by the coaching staff will receive a refund.

No student athlete may receive a cleared notice (white slip) for a sport later than 10 days from the day of the first practice. The only exceptions to this will be a student athlete transferring from another school. In the event an athlete wishes to check out for a sport after the 10-day period, the athlete must get permission from the Head Coach and Athletic Director. If a previous sport overlaps a current sport, the student athlete must make arrangements with the current coach regarding being excused from current sport practices.

STUDENT RESPONSIBILITIES

A student participant who has been in school all day must have permission of the coach directly in charge of that activity/sport to be excused from that day's meeting/practice. The participants must contact the advisor/coach before the beginning of practice.

- A student participant who has not been in school **the last three periods of the day or has had an unexcused absence for any period** of the day shall not take part in practice sessions for that day and may not participate in a contest on that day.
- **The exceptions allowed for missing ~~the last two periods of a block day or~~ the last three periods of a seven-period day are as follows:**
    - Required college or military appointments that could not be scheduled at another time.
    - Mandatory court appearances.
    - Funerals.
    - Dental or medical emergencies.
    - Dental or medical appointments that could not be made at other times.
    - Any other situations would require advanced approval from an administrator or the athletic director.
- **The student participant missing any portion of the designated periods of the school day for one of the listed exceptions must provide a note verifying the appointment. This note needs to be turned in to the main office when the student participant checks back in to school or to their coach if school has been dismissed when they return.**
- ~~If a student participant serves a full day in ISS (In-school Suspension) on a game day, he/she will not take part in a contest on that day.~~
- If a student participant receives ISS or OSS they are not allowed to participate in any athletic contest or practice until their suspension has been served in full. They may

return to participation the following day.

- A student participant who has checked out for a sport is bound by the team policies of that program and must make a personal commitment to that program. Student participants are expected to attend ALL practices, contests, and meetings unless the participant is ill or unless prior arrangements have been made with their coach. All other absences will be considered unexcused and will be dealt with accordingly.
- Insubordination to advisors/coaches or officials will not be tolerated. Such action may result in loss of participation privileges and/or eligibility.
- All student participants shall be responsible for their own actions in practices, during trips, in contests, in school, and in the community. Student participants may be removed and/or suspended from a program for inappropriate actions in any of these situations.
- Student participants who are habitually tardy to practices or absent from practices may be removed at the coach's discretion.
- Profanity by student participants at any time or in any situation will not be tolerated.
- Student participants will be expected to always show respect for all members of the coaching staff and their teammates.
    - Student participants are responsible for the care of all equipment they are issued and shall be fined if the equipment is lost or damaged beyond normal use. The head coach and athletic director shall determine the amount of the fine. Equipment shall be turned in on the day designated by the head coach; late items will result in a fine that is equal to the cost of the equipment.
- Student participants will obey all training rules of the Fort Morgan High School Activity/Athletic Department as well as those established by the mandatory contracts of individual coaches. At minimum, the following will be addressed in the contracts for individual activities/sports: practice rules, eligibility guidelines, dress code, grooming, lettering requirements, guidelines for level placement (Varsity, Junior Varsity, etc.), discipline policy, what parents can expect from coaches and what coaches will expect of parents.

COMMUNICATION MODEL

Communication Procedure

Before the start of each sport, the head coach will conduct a mandatory parent's meeting

regarding rules, regulations, and additional team rules beyond the Athletic Handbook.
A student athlete, parent, guardian, coach, or a member of the public with a concern or complaints should first try and resolve the matter directly and informally with the individual(s) concerned. This may be done either verbally or in writing to the individual(s) involved.
If the matter cannot be resolved informally at the initial level, the complainant should submit a written statement describing his/her concerns in a clear, specific, and detailed manner to the athletic director.

SQUAD REDUCTION/CUTTING POLICY:

In accordance with our philosophy of athletics and our desire to see as many students participate in the athletic programs as possible, we encourage coaches to keep as many students as they can without unbalancing the integrity of their sport. Time, space, facilities, equipment, personal preference, and other factors will place limitations of the most effective squad size for any sport.

Prior to trying out, the coach shall provide the following information to all athletes:

- extent of try-out period
- criteria used to select the team
- number to be selected
- practice commitment if they make the team
- game commitment

Condition for Refund

Once the athletic department receives confirmation from the coach that an athlete is no longer participating, refunds can be made according to the following conditions.

Condition for Refund	Refund Amount
● Student is cut from the squad after tryouts	100%
● Student quits the squad:	
○ First day through fifth day of practice	100%
○ Sixth day of practice to the day of the first official contest/event	50%
○ After the first official contest/event	No Refund
● Student sustains a serious injury or contracts a serious illness which will	

eliminate them for the entire season (a physician's note is required):
    - First day of practice to the first official content/event 100%
    - After the first official content/event 50%
    - After the second official content/event No Refund
- Student transfers out of school and sport:
    - First day of practice to the first official content/event 100%
    - Sixth day of practice to the day of the first official content/event 50%
    - After the first official content/event No Refund
- Student is dropped for disciplinary reason (No Exceptions) No Refund

The student athlete will need to meet with the Financial Secretary immediately to get a refund. Request of refund must be made within a week of being cut or quitting to receive payment.

INDIVIDUAL PROGRAM EXPECTATIONS

Each program has expectations in addition to the items covered in the Fort Morgan Activity/Athletic Handbook. The policies set forth in this handbook are the minimum standards of conduct for all student participants. Individual programs may set standards that exceed these policies provided the administration deems them appropriate and they are included in the coach's and advisor's contract with the participants. Said contracts will be reviewed on an annual basis by the Athletic Director. It is important that all student participants and parents/guardians understand these expectations and sign individual contracts per activity/sport.

TRIP BEHAVIOR AND EXPECTATIONS

- All student participants are expected to follow all policies of the transportation department during all trips.
- All student participants are expected <u>to ride the bus to and from all contests</u>.
- In special circumstances
    - Student participants must have pre-approval by the coach/advisor and AD if participant will not be riding the bus to the activity/contest.
    - Student participants can only have parents sign them out at the end of activities/contests to ride home with their parents.
- All activity/athletic teams are reminded that they represent their community and should conduct themselves in an honorable manner. Appropriate behavior is expected during the entire trip.
- All participant teams are expected to always treat our opponent's facilities with respect. Any damage caused by a student participant will result in a fine being assessed to the participant found liable.
- There may be times when teams will be allowed overnight trips. In these instances, the athlete must:
    - Abide by the curfew set by the head coach or advisor.
    - Not to be in different gender rooms at any time.

- Be aware that coaches/advisors may ask to check the participants bags before leaving and during the trip.
- Treat the hotel facility and staff with the utmost respect.

ACTIVITY/ATHLETIC LETTERING

In all cases, the judgment of the Head Coach/Advisor will be the deciding factor in determining who will become "candidate eligible" to be awarded a letter. However, here are some basic guidelines or general standards. More specific guidelines will be outlined in every activity/sport individual contract.

1. Must have completed the season, unless injured or excused by coach for special reasons.
2. Must have followed the Activity/Athletic Code.
3. Must have been in regular attendance at practices.
4. Must be a student in good standing.
5. Must have turned in all equipment and/or paid all fines and obligations.
6. An honorary letter will go to a foreign exchange student.
7. If for some reason injury prevents that person from meeting the requirements and in the coach's, opinion would have lettered had the injury not occurred.

ELIGIBILITY FOR PARTICIPATION IN FORT MORGAN PROGRAMS

- All first year ninth grade student participants are automatically eligible when they arrive at the high school.
- Students must be enrolled in the equivalent of five full credit classes. A student participant failing 2 or more classes each semester will be ineligible until credits are received via summer school, or until the next CHSAA regain date ~~(See AD for more information).~~ Refer to CHSAA website for sport specific regain dates.
- Eligibility is monitored on a weekly basis and will start after the 3rd full week of classes for each semester. Eligibility will be run every Friday at 2 pm. If a student is failing 2 classes at the time of the report, they will become ineligible the following Monday for the entire week. They may become eligible again if all failing classes are passing by the following Friday eligibility report. College classes will count towards eligibility.
- Students must be in good standing regarding attendance to participate.
- ~~Any student participant serving suspension will be eligible for practices but prohibited from activities/contests during the time of the suspension.~~
- Students are required to attend activities/practices.
- Any student participant referred to administration for discipline problems may be suspended or removed from their squad at the discretion of school administrators and/or the coach/advisor in charge.

- Advisor/Coaches are afforded the opportunity to have stricter guidelines for eligibility, written out in their individual team activities/contracts.

QUITTING OR DROPPING AN ACTIVITY/SPORT

There will be times when some participants find it necessary to quit an activity or playing a sport before, during, or after the season has started. Whatever the reason, a participant must follow the steps listed below:

- The participant should think the whole situation through and talk with the advisor/coaches to see if a solution can be reached.
- If a participant decides to quit, the participant must clean and turn in all equipment to the advisor/coach. If equipment has been damaged or if it is not turned in the participant will have a fee added to their student account.
- If the participant decides to quit an activity or one sport and join another, the participant must receive permission from both advisor/coaches and AD before beginning the new activity/sport.
- After the first competition participants will not receive a refund.
- If a participant decides to quit, the participants will not letter or be eligible for post season honors

PREPARING TO JOIN A CLUB

Students will meet with Club Sponsors and complete their membership requirements to participate in these individual activities and clubs. All activities/club members are expected to follow all code of conducts, eligibility requirements and substance abuse/drug screening procedures.

TRAINING CONTRACT

As a school we have a 365-day (calendar year) policy for all athletics and activities in which students can be involved.

TRAINING RULES

- The use or possession of alcoholic beverages is always prohibited.
- The use or possession of tobacco in any form is always prohibited.
- The use or possession of illegal drugs or narcotics is always prohibited.
- The use or possession of inhalants is always prohibited.
- Attendance at a party or get-together where underage consumption/use of alcohol or illegal drugs is taking place is always prohibited.

TRAINING POLICY'S PURPOSE

- To build character, morality, and responsibility into FMHS participants.

- To create uniformity of discipline action throughout the athletic/activity programs.
- To give FMHS participants a consistent set of training regulations to follow.

DEFINITION OF TERMS OF SUBSTANCE ABUSE POLICY

- **Controlled substance is any illegal substance or drug, in any form as defined under Colorado Law, including alcoholic beverages, tobacco, intoxicants, inhalants, and marijuana, and shall include any other substances represented as a controlled substance (look a likes) even if it is not actually a controlled substance.**

SCOPE OF SUBSTANCE ABUSE POLICY

The substance abuse policy shall apply to all Fort Morgan High School students enrolled in grades 9-12. The provisions and penalties of this policy shall be imposed without regard to whether the violation was related to a school event and regardless of the day of the week on which the violation occurred. All provisions and penalties of the substance abuse policy shall be cumulative in nature and should apply throughout the students' enrollment in Fort Morgan High School whether continuous or not.

SUBSTANCE ENHANCEMENT POLICY

Possession, use or distribution of substances or supplements used or intended for use for abnormal enhancement of athletic performance and/or may atypically alter a body's physiological function are not permitted. This may include, but are not limited to narcotics, stimulants, anabolic agents, diuretics, hormones, masking agents, and other such items. Penalty will be the same as for possessing tobacco products.

ALCOHOL, DRUG AND TOBACCO POLICY

Use of Alcohol
A student participant should not possess, use, transmit, sell or be under the influence of any alcoholic beverage. A student participant who finds himself/herself at places where underage drinking is taking place is expected to leave the area to avoid being associated with that behavior.

Use of Drugs
A student participant shall not knowingly possess, use, transmit, sell or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, caffeine-based pill, substances containing phenylpropanolamine (PPS), stimulant, depressant, inhalant, solvent, ephedrine, or intoxicant of any kind, whether prescription or sold over the counter. Proper use of a drug authorized by a medical prescription from a health care provider is not a violation of this rule. Possession of drug paraphernalia is also a violation of this rule as outlined by Fort

Morgan High School. A student participant who finds himself/herself at a place where any of the above substances are being used is to leave the area to avoid being associated with that behavior.

Use of Tobacco
A student participant shall not use or possess tobacco in any form, including but not limited to snuff, chewing tobacco, or smoking tobacco, on or off grounds of FMHS. This includes the use of or possession of a vape device or paraphernalia. A student participant who finds himself/herself at places where the above substances are being used is to leave the area to avoid being associated with that behavior.

VIOLATION OF ALCOHOL, DRUG AND TOBACCO POLICY

- **1st Offense** - Immediate suspension from 50% of the ~~remaining~~ total scheduled contests the participant ~~participates~~ takes part in. Tobacco will be a suspension of 25% of the ~~remaining~~ total scheduled contests the participant ~~participates~~ takes part in.
- **2nd Offense** - Immediate suspension from 75% of the ~~remaining~~ total scheduled contests the participant ~~participates~~ takes part in. Tobacco will be a suspension of 50% of the ~~remaining~~ total scheduled contests the participant ~~participates~~ takes part in.
- **3rd Offense** - Immediate suspension from all activities/sports for a period of 365 days from the day of the ruling is made. Tobacco will be a suspension of 75% of the ~~remaining~~ total scheduled contests the participant ~~participates~~ takes part in.
- **4th Offense –** Tobacco will be an immediate suspension from all activities/sports for a period of 365 from the day ~~of~~ the ruling is made.

The offense can carry over to the next season if needed to fulfill the rest of the suspension. If an athlete is not on an active team, the athlete will be suspended the amount of time of the next completed season. If an athletic team makes it to post-season play, post-season games will count towards the total game suspensions. No participant serving suspension will be allowed to participate in post-season play until the suspension has been served in its entirety. Any student participant choosing to serve a suspension in a sport they would not normally participate in will be expected to start and finish the season to remain in "good standing". If the participant does not finish the season, the suspension will be carried over to their next sport and all time served would be revoked. **These offenses and suspensions apply to all students who are active in other school activities and clubs and will be subject to the discretion of the AD and Administration.**

THEFT AND VANDALISM

A student participant shall not vandalize property at school or at other schools or have in their possession any stolen items from any source, including uniforms or equipment from FMHS or other schools.

- **Violation of Theft or Vandalism Policy** - a student committing this offense will be addressed on a case-by-case basis. A mandatory meeting with the student participant,

parent, Athletic Director, and Head Coach/Advisor will determine the consequences of this infraction.

SELF REPORTING

If a participant admits to a violation voluntarily (prior to next competition) to the principal or athletic director, the penalty shall be reduced in the following manner for the first offense only.

- **Tobacco** - suspended immediately for 10% total scheduled contests the participant ~~participates~~ takes part in. If not on an active team, suspended from the first two contests of the next season the participant competes in.

- **Drug and Alcohol** - if on an active team, the penalty shall be immediate suspension from 25% of the ~~competition season~~ total scheduled contests the participant takes part in. If not on an active team, the penalty shall be suspension from the first 25% of the next season the participant competes in.

- Self-reporting more than once could result in suspension but will be at the discretion of the AD and Administration.

TERMS OF SUSPENSION

- The participant must schedule a session with the high school counseling department and the Athletic/Activities Director prior to being reinstated. This session will include how to deal with the issue in a positive way, how to set goals in the relationship to becoming eligible again, awareness of infraction, and information on positive choices.

- All suspended student participants must be in good standing during their suspension. This means attending all practices, meetings, and functions as required by their coach/advisor. Any unexcused practices or misbehavior during their suspension time will result in dismissal from the squad and time served for suspension being revoked. The student participant would have to start their suspension over in the next sport in which they participate. - Already stated about next sport.

- All suspended student in clubs must be in good standing during their suspension. This means attending all required meetings and continuing to be part of the club. Any misbehavior during their suspension time will result in dismissal from the club and time served for suspension being revoked. Students will have to start their suspension over with the next club they join or following year.

- A student athlete who transfers into FMHS while serving suspensions at his/her previous school will serve out the remainder of his/her penalty at Fort Morgan. The previous school's penalty will be honored in full and will not be increased or decreased in length.

CARRY OVER SUSPENSION

If the violation of the Code of Conduct occurs in the last part of the activities/sport's season and the violator cannot fulfill the terms of his/her violation in that sport, the suspension will carry over until the suspension is fulfilled. This includes the next sport or the same sport next year. If a student athlete elects to participate in a new sport to serve a suspension, he/she will be required to complete that season in good standing.

APPEAL PROCESS

Any participant has the right to appeal removal from a team. A student participant and his/her parents/guardians have the right to a hearing on the removal from participation pertaining to violations of the handbook.

Parents may appeal handbook violation removals by notifying the Fort Morgan Athletic Department by phone or in writing within five (5) school days after the removal. The right of appeal is forfeited if this is not received within five (5) school day limit. The purpose of the appeal hearing is to inquire into the student participants alleged violation and the student participants and parents/guardians to present evidence on behalf of the student participant. The removal from participation will remain in effect during the appeal process. The student participant must show just cause to be reinstated. If the student participant is reinstated, the participant will be placed on a probationary contract in which any future violations will result in loss of athletic eligibility at Fort Morgan High School for the remainder of their high school career.

The FMHS Administration team will not accept any anonymous pictures, emails, or texts from an individual turning another individual in.

SOCIAL MEDIA

Fort Morgan High School recognizes and supports its students' rights to freedom of speech, expression, and association, including the use of social networks. In this context, however, each program must remember that being involved at FMHS is a privilege, not a right. As a student you represent the high school and are expected to portray yourself, your program, and the high school in a positive manner always.

Guidelines

If you participate on a social networking site, you must keep the following guidance in mind:

- Everything you post is public information - any text or photo placed online is completely out of your control the moment it is placed online - even if you limit access to your site. Information may be accessible even after you remove it.

- Limit information about your whereabouts or plans to minimize the potential of being stalked, assaulted, or the victim of other criminal activity.
- What you post may affect your future. Many employers and school admissions officers review social networking sites as part of their overall evaluation of an applicant. Carefully consider how you want people to perceive you before you give them a chance to misinterpret your information.
- Like comments made in person, the Athletics/Activities Department will not tolerate disrespectful comments and behavior online, such as:
    - Derogatory or defamatory language
    - Comments that create a danger to the safety of another person or that constitute a credible threat of serious physical or emotional injury to another person.
    - Comments or photos that describe or depict unlawful assault, abuse, hazing, harassment, or discrimination; selling, possessing, or using controlled substance; or any other illegal or prohibited conduct, including violating FMHS's policy on Prohibited Harassment and Discrimination.

Participants at FMHS are required to abide by rules set forth in these guidelines.
The failure to do so will be considered a violation of the FMHS Athletic/Activities Handbook. The violation may result in disciplinary action by the activities/athletics department and the campus.

- **1st Offense** - Parent meeting with the head coach/club advisor. Consequences will be determined based on the severity of the infraction and may include suspension or dismissal from the team or athletic activities.
- **2nd Offense** – Parent meeting with the head coach/club advisor and the campus Athletic/Activities Director. Consequences will be determined based on the severity of the infraction and may include suspension or dismissal from the team or athletic activities.
- **3rd Offense** – Parent meeting with the head coach and Athletic/Activities Director. Consequences will be determined based on the severity of the infraction and may include suspension or dismissal from the team or athletic activities.

HAZING AND HARASSMENT

Fort Morgan High School policies do not allow for any form of harassment, hazing, intimidation, or bullying. Hazing activities of any type are inconsistent with the educational process. All such activities are prohibited at any time in school facilities, on school property, and at any school sponsored event. Hazing is defined as performing an act or coercing another person to perform any act of initiation into any class, group, or organization that causes or creates a risk (mental, emotional, or physical harm.) Permission, consent, or assumption of risk by an individual subjected to hazing shall not exempt the policy. No form of harassment or hazing (such as unwelcome words, physical contact, written notes, or electronic technical activities which inflict physical or mental harm or anxiety of which demeans or degrades or disgraces a person,

regardless of location, or intent of participants) will be allowed at Fort Morgan High School. Any student who feels he/she is a victim or witness or hears about a hazing or harassment incident should immediately report the activity to a coach, athletic director, or principal.

NCAA CLEARINGHOUSE INFORMATION

The **NCAA Clearinghouse** is an organization outside of the **NCAA** which performs academic record evaluations to determine if a prospective student-athlete is eligible to participate at an **NCAA** Division I or II college as a freshman student-athlete.

NCAA Eligibility Center
www.eligibilitycenter.org/
The Official Web site of the NCAA Eligibility Center. Explore NCAA Divisions I and II initial-eligibility requirements and register to participate.

CONCUSSION MANAGEMENT PROTOCOL

Concussion Facts:

-A concussion is a type of brain injury, caused by a bump, blow, or jolt to the head or body that can change the way your brain normally works.
-Most concussions occur without being knocked unconscious.
-All concussions are not created equally. Each player is different, each injury is different, and all injuries should be evaluated.

Concussion Symptoms:

Different symptoms can occur and may not show up for several hours. Common symptoms include:

Physical		**Cognitive**
Headache	Nausea	Disorientation and/or confusion
Blurred Vision	Numbness/Tingling	Feeling sluggish, foggy, or groggy
Dizziness	Sensitivity to light	Memory loss or difficulty remembering
Poor balance	Sensitivity to noise	Difficulty concentrating, easily distracted
Seeing “stars”	Ringing in ears	Slowed and/or slurred speech
Neck pain	Vacant stare	
Emotional		**Sleep/Energy**
Irritability	Feeling anxious/nervous	Drowsiness Increased sleep
Personality change	Sadness	Fatigue
Feeling more emotional	Inappropriate emotions	Trouble falling or staying asleep

Symptoms may worsen with physical or mental exertion (e.g. lifting, computer use, reading)

If any of the following symptoms occur, the athlete should be seen in an emergency department right away:

- Loss of consciousness.
- Persistent vomiting (more than one episode of vomiting).
- Deteriorating mental alertness.
- Amnesia or confusion that lasts for more than 10 minutes.
- Any seizure activity.
- Bruising under eyes or behind the ears.
- Concerns for cervical spine (neck) injury.

Things to remember:
-Acetaminophen (Tylenol) is an acceptable medication. Any other medication may increase risk of bleeding.
-Sleep is good! (Rest is very important for your brain).
-Limit screen time (including TV, video games, phone, and computer).
-You may return to school (as long as symptoms do not worsen).
-Do not engage in strenuous activity or sport (including job or active chores).

Colorado's Concussion Law SB 11-040 requires: Removal of athletes from play for "suspicion" of concussion. It also states that an athlete removed from play for signs and symptoms not readily explained by a condition other than concussion cannot return to play until receiving written clearance from a:

-Doctor of Medicine
-Doctor of Osteopathic Medicine
-Licensed Nurse Practitioner
-Licensed Physician Assistant
-Licensed Doctor of Psychology with training in neuropsychology or concussion evaluation/management.

After a concussed athlete has been evaluated and received clearance to return to play from one of the approved health care providers, a licensed athletic trainer with specific knowledge of the athlete's condition may manage the athlete's gradual return to play. (*Information from CHSAA concussion management packet).*

Return to Learn & Return to Sport

Return to Learn

Returning to the classroom is just as, if not more, important as returning the athlete to practice and competition. The student-athlete should be symptom-free and back to normal function in the classroom before starting the return to sport.
The student's general education teachers receive an email from the Concussion Management Team regarding the student's injury in order to provide academic adjustments and resources.

Return to Sport

Once the athlete has been symptom free during normal daily activities, and cleared by an approved health care provider (see above), they will go through the following Return to Play:

The Graduated Return to Play Guidelines are as follows: (McCrory et al., 2013):

Stage	Activity	Functional Exercise	Objective of Stage
1	No Activity	Symptom limited physical and cognitive rest	Recovery
2	Light aerobic activity	Walking, Swimming or stationary cycling keeping intensity <70% maximum permitted heart rate. No resistance training.	Increase heart rate
3	Sport-Specific exercise	Skating drills in ice hockey, running drills in soccer. No head impact activities.	Add movement
4	Non-contact training drills	Progression to more complex training drills, (eg, passing drills in football and ice hockey). May start progressive resistance training.	Exercise, coordination and cognitive load
5	Full-contact practice	Following medical clearance, participate in normal training activities; full exertion	Restore confidence and assess functional skills by coaching staff
6	Return to play	Return to normal activity	

Things to Remember:

-24 hours between stages.

-If symptoms occur during the RTP, the athlete will drop back to the previous asymptomatic stage and attempt to progress again after being symptom-free for 24 hours.

-RTP will take a minimum of one week once asymptomatic at rest.

RANDOM DRUG TESTING INFORMATION
FOR STUDENTS INVOLVED IN EXTRACURRICULAR ACTIVITIES
AT FORT MORGAN HIGH SCHOOL

This policy is an extension of the Drug and Alcohol Use by Student Policies JICH and JICH-R, of the Morgan County School District. The purpose of this policy is to create a safe drug/alcohol free school for all students. It is the belief of the Morgan County School District that participation on any interscholastic athletic team and in extracurricular activities is a privilege, not a right. Students who volunteer to participate in these programs are expected to accept the responsibilities granted to them by this privilege. These students as well as their parents/guardians must also recognize that because of their choice to participate in these activities, they have less expectation of privacy than do other students.

The effects of drug usage in an educational environment are visited not just upon the users, but also upon the entire student body and faculty, because the educational process may be disrupted, and the individual's safety risk factor is increased.

As this is a non-curricular occurrence, no recording of participation or of any test results, either positive or negative, will appear on the student's permanent transcript or any other permanent record.

There exist several over-the-counter products known as sports enhancing supplements. The purpose of those supplements is to assist an athlete, enhance his/her overall physical development, and some are designed to enhance a specific athletic event.

The Morgan County School District wants to be clear in conveying the thought that the use of supplement(s) or product(s) designed to enhance performance is not endorsed or condoned. It is our hope that parents/guardians will support our view that the use of such supplements should be prohibited.

As a means of conveying our opinions on the topic, our coaches, trainers and teaching staff through curriculum and annual team orientations, address this issue with our students. The message we want to convey to our students is that preparation for athletic performance is best served through a proper and well-balanced nutritional diet and appropriate physical activity designed by our coaches, trainers, and weight room supervisors.

RANDOM DRUG TESTING GUIDELINES
FOR STUDENTS INVOLVED IN EXTRACURRICULAR ACTIVITIES
AT FORT MORGAN HIGH SCHOOL

Authority:
The Morgan County School District prohibits the possession, use, misuse, or the distribution of drugs, controlled or mood-altering substances, including anabolic steroids, look-alikes, designer drugs, drug paraphernalia, and medication not registered with the office, or alcohol on school district property, school buses, or during activities under school district jurisdiction. This policy encompasses all students in grades 9 to 12 desiring to participate in any interscholastic athletic activity and/or extracurricular activity. The policy includes those students being educated by the district under special circumstances, including home schooling and home bound. The district welcomes all students, with the permission of their parents/guardians, to participate voluntarily in the program.

The district will require any student who is submitting to testing and the student's custodial parent/guardian to consent in writing to drug testing pursuant to the district's drug testing program using the forms provided by the district. No student will be able to participate in any interscholastic sport or any extracurricular activity without such consent. Students and parents or legal guardians will have the opportunity to participate in an Informational Meeting concerning the District's Random Drug Testing Policy. Immediately prior to giving a specimen, each student shall complete all forms required by the testing company selected by the district.

PROCEDURE FOR DRUG TESTING PARTICIPANTS

INFORMED CONSENT FOR TESTING
Prior to the joining of a sports and/or club/organization, a consent form signed by the student and their parent/guardian will be required. Students will not be able to participate without the consent form turned in.

DRUG MONITORING FREQUENCY
Testing will be randomly conducted throughout the school year, starting the second week of school. Each week, approximately 20 students will be randomly chosen by Colorado Mobile Drug Testing and sent over to the high school Athletic/Activities Directors. Students will be called up to the office from this list and taken to the area where the Drug Testing will be conducted by the Colorado Mobile Drug Testing company. Any eligible student athlete and/or activity participant selected randomly for drug monitoring who are not in school the day of testing, will automatically be added to next week's testing group.

SAMPLE COLLECTION
Samples will be collected as outlined under vendor requirements. Each student will be given the Test Request & Chain of Custody paper before the test. We will be using an Instant Test and students will get results ASAP.

REFUSAL TO SUBMIT TO DRUG USE TEST
A participating student who refuses to submit to a drug test authorized under this policy, will result in a positive test.

SELF-REPORTING
If a student is part of the random testing group for a week and self-reports, they will receive the same consequences as if a student tested positive.

RESULTS
If a student's tests are positive an administrator will be contacted to come and get the student and escort them up to the office. The administrator then will contact the parents/guardians to go over the results. The test will be sent for confirmation of the positive.

REQUEST FOR RETEST
Students involved in the program may, upon a non-negative test result, request that the sample be re-tested (within 72 hours of being notified of the final testing result) at a second nationally certified laboratory. The request for the test must be submitted in writing to the principal. Students participating in athletic/extracurricular activities are required to pay the associated costs for an additional test in advance. However, the costs will be reimbursed if the result of the re-test is negative.

RELEASE OF INFORMATION
No information will be released and will be kept completely confidential for all testing by the testing company and Morgan County School District. Colorado Mobile Drug Testing will send all test results to the high school. Parents/Guardians can contact the high school for a copy of results.

SELF-DISCLOSURE
Any student who was proven by self-admission or admission by the parent/guardian to violate the policy throughout the calendar year while off campus will be subject to consequences outlined in the Student Handbook and the Athletic/Activities Handbook.

SUSPENSION REQUIREMENTS
If a student has a positive test and is put on suspension from their sport and/or club, they will be required to take a secondary test before they can return to the sport and/or club. The test will be done through Colorado Mobile Drug Testing in Fort Morgan, at the cost of the student and/or parent/guardian.

If a student has tested positive and it is their first offense, they will be required to attend counseling meetings with the Student Health Counselor at Fort Morgan High School.

If a student has a 2nd or 3rd positive test during their suspension time, they will be required to attend Drug and Alcohol testing with Centennial Mental Health. If a student chooses not to attend the required class and put in effort, they will not be able to return to their sport and/or

club until it is fulfilled. The cost of the counseling will be paid for by the student and/or parent/guardian. Centennial Mental Health will work with insurances, pay scales, and other needs of the family.

APPEAL

Fort Morgan High School conforms to federal requirements of due process for students. A student participating in athletic/extracurricular activities who has been determined by the school Principal, Athletic Director, or Activities Director to be in violation of this policy shall have the right to appeal the decision to the Superintendent or his/her designee. Such a request for a review must be submitted to the Superintendent in writing within five (5) calendar days of notice of the positive test. A student requesting a review will remain ineligible to participate in any athletic/extracurricular activities until the review is completed. The Superintendent or his/her designee(s) shall then determine whether the original finding was justified. No further review of the Superintendent's decision will be provided, and his/her decision shall be conclusive in all respects. Any necessary interpretation or application of this policy shall be in the sole and exclusive judgment and discretion of the Superintendent, which shall be final and non-appealable.

PROGRAM EVALUATION

All data will be kept confidential between the Athletic Director and Activities Director. The Random Drug Testing Committee will meet once a week for the first month to analyze the procedure and to make sure everything is working correctly. After the first month, the committee will meet once a month to review the procedure. At the end of each school year a report will be completed to show proper procedure was followed throughout the school year. All information shall be aligned from the Colorado Mobile Drug Testing company to Fort Morgan HS. The report will be shared with the superintendent to keep on file, documenting that procedure was followed each testing week.

RANDOM DRUG AND ALCOHOL TESTING

PROGRAM CONSENT TO TEST FORM

The student and his/her parent(s) or guardian acknowledge that the Morgan RE-3 School District has the right to perform random drug and alcohol testing on students who wish to exercise the privilege of participating in athletic/extracurricular activities.

The student and his/her parent(s) or guardian understand that, as a condition of the student being allowed to participate in extracurricular activities in the district, the student may be required to undergo and successfully pass random screening for alcohol, illegal drugs, or other banned substances, as set forth in the District's Drug Testing Policy for Students Involved in Athletics and Extracurricular Activities at Fort Morgan HS. The student and his/her parent(s) or guardian acknowledge that they have read and understand this policy and that they agree to all terms and conditions contained in the policy and procedure.

The student and his/her parent(s) or guardian hereby consent to participate in the Random Drug and Alcohol Testing Program and to the disclosure of testing results to the District's Drug Program Coordinator and parent(s) and guardians. The student and his/her parent(s) or guardian further understand that the student's refusal to submit to a drug screening will be treated in the same manner as if the student had tested positive for banned substances.

The student and his/her parent(s) or guardian may voluntarily consent to participate in the random drug and alcohol testing program and to the disclosure of testing results to the District's Drug Program Coordinator and parent(s) or guardian.

No student shall be penalized academically for testing positive for banned substances during random drug testing. The privilege of being allowed to participate in athletics/extracurricular activities in the Morgan School District is contingent on the signing of this consent form.

This consent form shall remain in effect for the entire school year. Any revocation of this consent form shall disqualify the student from participating in athletics/extracurricular activities for the remainder of the school year.

_____ _____
Student Name – Please Print Current Grade

_____ _____
Student Signature Date

_____ _____
Parent/Guardian Signature Date

COMMITMENT TO ACTIVITIES / ATHLETICS

Acknowledgement Form

Warning: Although participation in supervised interscholastic athletics and activities may be one of the least hazardous in which any student will engage in or out of school, BY ITS NATURE, PARTICIPATION IN INTERSCHOLASTIC ATHLETICS INCLUDES A RISK OF INJURY WHICH MAY RANGE IN SEVERITY FROM MINOR TO LONG-TERM CATASTROPHIC INJURY. Although serious injuries are not common in supervised school athletic programs, it is impossible to eliminate this risk.

PLAYERS MUST OBEY ALL SAFETY RULES, REPORT ALL PHYSICAL PROBLEMS TO THEIR COACHES, FOLLOW A PROPER CONDITIONING PROGRAM, AND INSPECT THEIR OWN EQUIPMENT DAILY.

We have read, understand, and agree to abide by the Fort Morgan High School Athletic/Activities Policies Handbook. Once this form is signed, student athletes at Fort Morgan High School will be held accountable throughout their high school career. In addition, the acknowledgement will be signed each year.

SPORT *(CIRCLE ALL THAT APPLY)*

FOOTBALL, VOLLEYBALL, CROSS-COUNTRY, CHEERLEADING, GYMNASTICS, SOCCER,

BASKETBALL, WRESTLING, TENNIS, BASEBALL, TRACK & FIELD, GOLF

ACTIVITY *(CIRCLE ALL THAT APPLY)*

ART, BOOK CLUB, CHESS & BOARD GAMES CLUB, DIVERSITY CLUB, DUNGEONS & DRAGONS CLUB,

FBLA, FELLOWSHIP OF CHRISTIAN STUDENTS, FCCLA, FELLOWSHIP OF CHRISTIAN STUDENTS, FFA,

FORENSICS, FM ADVENTURE SEEKERS, GSA, INVESTMENT CLUB, KNOWLEDGE BOWL, LIBRARY

AMBASSADOR CLUB, LULAC, MINI MUSTANG MENTORS, MOCK TRIAL, MODEL UNITED NATIONS,

MUSTANG PRIDE, NHS, SPECIAL OLYMPICS, THESPIANS, VOCAL JAZZ ENSEMBLE, YES-O

_____

(Participant Name-**Please Print**)

_____

(Participant Signature) (Date)

_____

(Parent/Guardian Name-**Please Print**)

_____

(Parent/Guardian Signature) (Date)

THIS COMMITMENT HAS TO BE SIGNED BY PARTICIPANT AND PARENT/GUARDIAN BEFORE THE PARTICIPANT IS ALLOWED TO PARTICIPATE IN ANY INTERSCHOLASTIC EVENTS.

BOE Handbook Cover Letter
CHILDREN'S CENTER

Handbook Changes and Additions for 2025-2026

- **Red - Information is added.**
- **~~Strike through~~ - Information is no longer needed.**
- **---* - No changes made.**
- **Blue – Explanation of additions and deletions.**

- **Page 1 – Cover** – Year changed to 2025-2026
- **Page 2 – Table of Contents** – Content and page numbers updated
- **Page 3 – Table of Contents** – Content and page numbers updated
- **Page 4 – Welcome Letter—**Updated Welcome Letter
- **Page 5 – Purpose and Philosophy--**Updated Purpose Philosophy, Vision. Added Values and Core Beliefs because they are part of industry standards and a sign of quality.
- **Page 5 – Ages of Children Accepted ---***
- **Page 5 – Center's Operating Hours ---***
- **Page 5 – Care on No School Days ---***
- **Page 5 – Closure Dates** ---*
- **Page 6 – Inclement/Adverse Weather** --*
- **Page 6 – Admission/Registration** --*
- **Page 7 – Fees and Payment Procedures** Added Payment Contract as they are part of industry standards and parent accountability.
- **Page 8 – Identifying Where Children Are at All Times** ---*
- **Page 8 – Guidance, Positive Instruction, Supporting Positive Behavior** ---*
- **Page 9 – Discipline/Guidance** ---*
- **Page 9 – Notification and Handling Children's Illnesses, Accidents and Injuries** ---*
- **Page 11 – Emergencies and Drills** --*
- **Page 11 – Lost Children Procedure** --- *
- **Page 13 – Transportation** --*
- **Page 13 – Field Trips** ---*

Thank you for your consideration of these changes to our Handbook. ~ Esther Cooley

- **Page 13 – Television and Video Viewing** --*
- **Page 14 – Safety Related to Riding in a Vehicle: Seating, Supervision, and Emergency Procedure** ---*
- **Page 14 – Dropping Off/Picking Up Students** --*
- **Page 15 – Emergency Contacts** ---*
- **Page 15 – Caring For a Child Who Arrives Late at the Center** ---*
- **Page 15 – Storing and Administering Medications** ---*
- **Page 16 – Children's Personal Belongings and Money** ---*
- **Page 16 – Meals and Snacks --***
- **Page 17 – Diapering and Toilet Training** ---*
- **Page 18 – Visitors and Volunteers in the Center** ---*
- **Page 18 – Parent and Teacher Conferences** ---*
- **Page 18 – Filing a Complaint** ---*
- **Page 18 – Reporting Child Abuse**--*
- **Page 19 – Withdrawal from the Program ---***
- **Page 19 – Suspension and Expulsion from The Children's Center or School ---***
- **Page 19 – Asbestos Notification ---***
- **Page 19 – Caregiving and Continuity of Care -**Added the Children's Center is committed to maintaining consistent care relationships for children, ensuring they receive ongoing attention from the same caregivers. Added better explanation of care.
-
- **Page 19 – Clothing and Supplies for Infants and Toddlers-**Added Specialized Formula or Human Milk. We supply store brand formula, and the Health Department has changed Breast Milk to now be referred to as Human Milk. -Added The Children's Center welcomes and supports families breastfeeding/chestfeeding their baby at our facility. We have private, clean, and designated spaces available for nursing parents. This statement is in support of nursing families at our facility.
-
- **Page 20 – Communication** ---*
- **Page 20 – Critical Incident Procedures** ---*
- **Page 20 – Commitments to Excellence** ---*
- **Page 20 – Children With Special Needs** ---*
- **Page 21 – Daily Schedule and Activities** ---*
- **Page 21 – Damages to Program Property** ---*
- **Page 21 – Environment for Infant Room --***

Thank you for your consideration of these changes to our Handbook. ~ Esther Cooley

- **Page 21 – Food Allergies** ---*
- **Page 21 – Handbook Agreement** ---*
- **Page 22 – Health** ---*
- **Page 22 – Illness Policy** ---*
- **Page 23 – COVID Policy --***
- **Page 23 - Immunization of Students** ---*
- **Page 23 – Parents Right to Know** ---*
- **Page 23 – Playground** ---*
- **Page 24 – Referral for Family Services and Support** ---*
- **Page 24 – Right to Searches and Possession of Drugs Alcohol** ---*
- **Page 24-25 – Safe Infant Sleep Policy**--*
- **Page 25 – School/Parent Policy Compact** ---*
- **Page 26 – Screening Assessments Referrals --***
- **Page 27 – Weapons in School** ---*
- **Page 27 – Website--***
- **Page 27-69 – Early Head Start Handbook Requirements—**Added EHS operation days to be set at Tuesday through Friday. This is to accommodate the 4 day school week.

Thank you for your consideration of these changes to our Handbook. ~ Esther Cooley

Children's Center

722 East Beaver Avenue
Fort Morgan, CO 80701
(970) 542-0731

Parent Handbook

~~2024-2025~~

2025-2026

CHILDREN'S CENTER
PARENT AND STUDENT HANDBOOK

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Welcome to the Children's Center

~~The Children's Center has been a proud part of the Morgan County School District Re-3 since 1989. Our childcare program was originally started with the goal of providing a loving, caring, and creative place for children outside of school hours. Over the years we have kept that goal and have grown into a full-time childcare facility providing care for children from 6 weeks to 12 years old.~~

~~The staff members at the Children's Center are constantly endeavoring to provide high quality programs and childcare to district staff, teen parents, and the community. We offer endless opportunities to learn and thrive in an enriched, supportive, and inclusive environment.~~

~~The children in our care are given educational and social experiences that encourage them to explore, experiment, and embrace new skills while building on existing abilities for lifelong success.~~

~~Thank you for allowing the Children's Center to be a part of this special time in your child's life~~.

Caring for Kids,

Esther Cooley

Early Childhood Program Director

The Children's Center has been a proud part of the Fort Morgan School District Re-3 since 1989. Originally started with the goal of providing a loving, caring, and creative place for children outside of school hours, our program has grown into a full-time childcare facility serving children from 6 weeks to 12 years old. While our services have expanded, our commitment to nurturing children in a safe and supportive environment remains the heart of our mission.

The staff at The Children's Center are continually striving to provide high-quality care and educational programming for district staff, teen parents, and families across our community. We are proud to offer children endless opportunities to learn and thrive in an enriched, inclusive environment where they feel safe, valued, and inspired.

Children in our care enjoy meaningful experiences that encourage them to explore, experiment, and grow. Our programs are thoughtfully designed to help children develop new skills while building on their strengths—laying the foundation for a lifetime of confidence and success.

Thank you for allowing The Children's Center to be part of this special and important time in your child's life. We are honored to walk alongside your family and are excited for all the growth, laughter, and learning the year will bring!

Mission Statements

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

The mission of the Children's Center is to provide a safe and caring environment that enriches children's lives through educational experiences offered in a quality childcare program.

Purpose, Philosophy, ~~and~~ Vision, Values, and Core Beliefs

~~The *purpose* of the Children's Center is to provide a safe, loving, fun and caring environment for all children to flourish and reach their full potential. The *philosophy* of the Children's Center is that all children should be provided with a quality and affordable childcare program with enrichment activities and recreational experiences to help children grow and develop during their early childhood years. The *vision* of the Children's Center is to continue to evolve the program into the highest quality of early learning and childcare for children and families.~~

~~The Children's Center does not discriminate based on race, color, national origin, religion, gender identity, or disability.~~
~~All policies and procedures established by the school district will continue to apply at the Children's Center.~~

Purpose Statement

The purpose of The Children's Center is to provide a safe, nurturing, joyful, and inclusive environment where every child is encouraged to flourish, explore, and reach their full potential.

Philosophy Statement

At The Children's Center, we believe that every child deserves access to high-quality, affordable early childhood education. Our program is designed to foster development through enriching learning experiences, creative play, and recreational activities that support the whole child—socially, emotionally, physically, and cognitively. We are committed to honoring each child's individuality and fostering a love of learning from the earliest years.

Vision Statement

Our vision is to continually grow and evolve as a leading early learning and childcare program, rooted in excellence, equity, and innovation. We strive to build a foundation for lifelong learning by supporting children and families with compassionate care, professional integrity, and a commitment to continuous improvement in early childhood education.

Values Statement

At The Children's Center, we are guided by a commitment to excellence, inclusion, and compassion in all we do. We value the dignity of every child and family, the professionalism of our educators, and the importance of community partnerships. Our values shape a learning environment where curiosity is encouraged, differences are celebrated, and every child feels seen, heard, and supported.

Core Beliefs

We believe:

- Every child deserves to be safe, loved, and respected.
- Play is the foundation of early learning and development.
- Families are essential partners in a child's education.
- Diversity enriches our community and promotes understanding.
- Early childhood educators are professionals who deserve respect, support, and ongoing development.
- Affordable, high-quality care should be accessible to all children, regardless of background.
- A strong start in early childhood lays the foundation for future academic, social, and emotional success.

Ages of Children Accepted

The Children's Center accepts and care for children 6 weeks old to twelve years old and has a license capacity of 120 children.

	Age	Option
Infant Care	6 weeks to 12 months	Full Time
Toddler Care	12 months to 36 months	Full Time
Pre-K Care	3 – 5 years old	Full Time / Part Time
Before School Care	Sherman Students	7:30-8:00
School Age Care	3 to 12 years old	3:00-5:30 p.m. Tuesday - Friday
Summer Care	3 to 12 years old	Full Time / Part Time

Please note that if applicable when a child's age qualifies for transition into another room for care, the family, child, teacher, and director will make the decision. This process will include a

'Bridge Time' between rooms to help the child acclimate to the new environment, teacher, and friends. After this a collaborative conference will occur to discuss and complete the transition.

Center's Operating Hours

The Children's Center is open on all Morgan County School District Re-3 days from 7:30 am to 5:30 pm.

Care on No School Days

The Children's Center also provides care on most of the days that school is not in session. Families are encouraged to sign-up for care ahead of time.

Closure Dates

The Children's Center will operate when Morgan County School District Re-3 is in session and during most no school days and school breaks. Please reference the Open & Closed yearly schedule for specific dates.

The Children's Center will be closed on the following holidays:

* New Year's Eve
* New Year's Day
* Good Friday
* Memorial Day
* Fourth of July
* Labor Day
* Thanksgiving Day, and the Friday after Thanksgiving Day
* Christmas Eve and Christmas Day

If the holiday falls on a weekend, the Children's Center will designate another day for closure. Advanced notice of additional or early closures will be given to families and an Open and Close Schedule annually. The Children's Center **will be CLOSED on district SNOW DAYS.**

During After School Care, if early dismissal is activated, children will be bused from their school to the Children's Center. **Families are asked to *please call both* the Children's Center *970-542-0731 ex. 40216 and their child's school if other care plans are made for their children.***

The Children's Center reserves the right to close for the day when attendance falls below 15 children.

For safety, no child will be allowed to walk to the Children's Center from school or walk home from the Children's Center.

Inclement/Adverse Weather

The Children will play outside every day. Please make sure your child is dressed appropriately for the changing weather every day. If the temperature is below 30° F or above 90° F, or the Air

Quality Index falls between 101-150 the children will remain inside for large motor recreational activities.

Please see District Policy information on our website ~ fortmorgank12.com

Admission/Registration

Registration forms are available at the Children's Center and online. Registration is limited to license capacity. Please note that limited part-time care is available during the summer. The number of spaces available in the summer is one hundred full-time students and twenty part-time students. Registration is offered on a first come first served basis. Once the program is at license capacity, a waiting list will be kept accommodating families in a fair and timely manner.

The Children's Center will conduct a parent interview before care begins. The interview will cover overall program information and requirements and determine if the program is able to meet the needs of the child and family. Prior to the first day of care each family must submit completed: registration forms, health statement, immunization records, and birth certificate for their child.

Teen parents must be currently enrolled in Morgan County School District Re-3 to register their child for care at the Children's Center.

The Children's Center meets all ADA regulations and is an inclusive early learning and childcare center. The Children's Center partners with families to meet the needs of children with learning and developmental delays. This is an individualized process for each family focusing on inclusion, adaptive accommodations, and embedded support. The Children's Center partners with families and the school district to meet the needs for children's learning and developmental goals.

Two-Week Trial Period

The first two weeks of a child's enrollment is a trial and adjustment period for children, parents, and the center staff. During the two-week trial, the parent or the provider can terminate care without reason or notice. Please note that every effort will be made to accommodate care for all children.

Fees and Payment Procedures

The Children's Center **has established flat rates for all program options.** Please refer to fees for specific prices. Infant Care, Toddler Care, Pre-K Care, and School Age Care are billed at a flat monthly rate. Summer care is billed at a monthly rate according to enrollment option. There is a $50 registration fee per application per child and it is *non-refundable*.

It is our expectation that the entire balance is paid in full each month and that you pay your account to prevent it from exceeding one month's fees. We do not allow a carry-over balance;

however, if accounts have a carry-over balance or are not paid in full by the end of each month, a $100 monthly fee will be added to your account until it is paid in full. *Please note that Infant, Toddler and Summer Care are charged a 50% retaining fee to reserve your spot in the program.*

A payment contract between the family and care provider will be signed at the beginning of care.

The Children's Center accepts Child Care Assistance Program (CCCAP) through The Colorado Department of Human Services. Families are encouraged to apply for CCCAP to assist in the cost of childcare. If approvals are not completed, it will be the parent/guardian's responsibility to pay the full balance.

Fees are due and payable as per the payment contract signed by each parent. ***ANY CLIENT THAT IS THREE (3) DAYS BEHIND IN PAYING FEES WILL BE DENIED SERVICES UNTIL ALL FEES ARE PAID IN FULL.***

Class	Age	Option	Price	25% Discount for District Staff	Teen Parents
Infants	6 weeks 12 months	Full Time	$1000/month	$750/month	Rates for Teen Parents will be determined by Department of Human Services after reviewing their Application for Colorado Child Care Assistance Program (CCCAP)
Toddlers	12 months 36 months	Full Time	$100/month	$750/month	
Pre-K Care	3 – 5 years old	Full Time Part Time	$800/month $400/month	$600/month $300/month	
Monday Care	3 -12 years old		$140/month	$105/month	
Before School Care	Sherman Students	7:30-8:00	$100/month	$75/month	
School Age Care	3 -12 years old	3:00-5:30	$150/month	$150/month	
Summer Care	3 -12 years old	Full Time Part Time	$800/month $400/month	$600/month $300/month	

Please note:

- **All Fees are billed monthly regardless of attendance during the month.**
- **Late Departure Fee - $10.00 per day per child.**

An additional $50.00 will be charged for all checks returned due to insufficient funds. Additionally, a client who has a check returned due to insufficient funds will need to make all further payments in cash or money order.

Please be advised that accounts turned into collections will no longer be eligible for care at the Children's Center.

Identifying Where Children Are at All Times

Every child is signed in and out of the program daily. The person dropping off or picking up a child must sign and date the sign in/out book for every child he/she is picking up every day. When children arrive, the classroom teacher and program Director document their attendance. At various times throughout the day children are counted, especially during transitions. Circles are posted outside the classroom doors to inform where children are when not in their classroom.

Staff and children are scheduled into different activity areas throughout the day. Since children leave at different times, staff keep track of children in their care on an attendance sheet. They mark the children's departure by being sure that all the children have safely left the Children's Center by the end of the day. Staff use radios to communicate where children are at all times.

Guidance, Positive Instruction, Supporting Positive Behavior

the Children's Center will:

Cultivate positive child, staff, and family relationships: Each teacher at the Children's Center have been trained in positive teaching practices that ensure each child's behavior is guided in a positive direction. We continuously incorporate our families through daily communications regarding their children and encourage family involvement to ensure their children are being guided in a positive direction.

1. **Create and maintain a socially and emotionally respectful early learning and care environment:** All of our teachers encourage positive interactions with each child through demonstration and teaching that allow children to learn and be capable of respecting others socially and emotionally.

2. **Implement teaching strategies supporting positive behavior, pro-social peer interaction, and overall social and emotional competence in young children:** Through training each teacher can reinforce children's positive behavior effectively and positively and re-direct any behavior that is harmful to a wanted behavior. Each teacher continuously demonstrates positive interactions with each child, which helps children learn how to treat others in a positive way and allows them to be more socially and emotionally aware of the feelings of their peers.

3. **Provide individualized social and emotional intervention support for children. Including methods for understanding children's behavior and developing and implementing team based positive behavior support to prevent suspensions and expulsions:** The Children's Center believes in working as a team to identify the specific social and emotional needs of each child. Our staff are trained in methods that enable them to understand children's behavior and develop positive support plans for each child. This reduces challenging behaviors and may help to prevent suspensions and expulsions.

4. **Access and early childhood mental health consultant or specialist as needed:** At the Children's Center we continuously strive to strengthen our relationships with our children and their family. While working with our families we strive to provide each child with specialized care within our classrooms. When the situation arises that a child's needs are too difficult to address in the classroom, we will give families information about an Early Childhood Mental Health Specialist to support their child in all environments.

Discipline/Guidance

All children are learning to be responsible for their behavior. Appropriate behavior is expected and will be positively reinforced by all staff. Staff are responsible for children's discipline in and out of the classroom with the goal of helping children gain self-control. Our classroom environments encourage appropriate behavior and help children learn social skills. The rooms are filled with a wide range of activities that are age and child appropriate and that will interest and channel behavior constructively. Our Early Childhood Teachers are trained to observe and recognize signs of an impending crisis, to redirect children before problems arise, to reinforce positive behavior whenever possible, to encourage pro-social behavior, setting limits, help children learn problem solving skills and natural or logical consequences as well as knowing when it is appropriate to remove child from a situation.

The following actions are not acceptable by staff or volunteers in any classroom:

- Physical mistreatment or restraint of any kind.
- Frightening or threatening a child.
- Humiliating, degrading, ridiculing, or yelling at a child.

The staff utilize a system of progressive discipline when inappropriate behavior is involved. The consequences will range from a verbal warning to expulsion from the Children's Center. Parents will be informed of serious discipline concerns and will be involved in the writing of a discipline plan when appropriate.

The Code of Conduct and Violent and Aggressive Behavior (file: JICDD) for all Morgan County School District Re-3 students are enforced at the Children's Center.

Notification and Handling Children's Illnesses, Accidents, and Injuries

When a child is injured or has a minor accident while in the program, staff will first administer first aid. Children who become ill while attending childcare will be sent home. Parents will be notified immediately and will be expected to pick up the child promptly. An ill or injured child may not stay at the Children's Center. *Children who are ill or have been sent home by a school nurse will not be accepted into care at the* Children's Center *that day. All communicable illnesses will be reported to the local health department pursuant to the Colorado State Department of Public Health and Environment. We follow the 'How Sick is too Sick' Health Department guidelines.*

In case of an emergency, 911 will be called and the child will be taken to the closest emergency room at Common Spirit St. Elizabeth Hospital, 1000 Lincoln Street, Fort Morgan.

The following is the order of notifications and reports:

1. Emergency Services will be notified.
2. Families will be notified.
3. Morgan County School District Re-3 Accident Report will be completed.
4. The Department of Human Services Accident Report will be completed.

Emergencies and Drills

The children and staff are educated and practice the steps to follow in case of a fire, tornado or other emergency and they participate in drills throughout the school year. The fire drill exit procedures are posted in each room. Tornado drills will be held monthly from March through October. A record of all drills is kept at the center. The Children's Center also practices lock down, reverse evacuation, shelter in place, and active shooter, and evacuation drills. Emergency notifications and reunification directions will be sent to families using the district notifications system and the ELV app. In the event of an emergency children with disabilities and access/functional needs will be with their designated caregiver and care plans. Their priority status and needs will be communicated with district and local emergency management. After and emergency or disaster the district will identify alternate care locations, designate staff to manage children, communicate with parents. The Children's Center has backup supplies and plans for resuming normal operations depending on the circumstances while prioritizing the well-being of children and staff.

The Children's Center adheres to all Emergency Response Procedures instituted by Morgan County School District Re-3. Guidelines about the procedures used are available in each classroom and the office. All staff are trained using Emergency Response Procedures annually.

FIRE PROCEDURES

Fire exit directions are posted in each classroom. In case of an actual fire or drill children and teachers will follow these steps:

- Teachers and children will follow their fire exit route.
- Teachers and children will walk normally and quietly while exiting the building.
- Program staff will close all doors and check classrooms and bathrooms for children.
- Once outside, teachers and children will stand quietly in their designated area.
- Teachers and children will re-enter the building in a calm and orderly manner when directed to do so by the building administration.

TORNADO EMERGENCY PROCEDURES

Children practice tornado drills monthly. Tornado procedures are posted in each classroom. In the event of a tornado, classroom staff will be notified over the P.A. (public address) system and they, along with the children will follow these steps:

- Teachers and children will proceed into the Sherman building hallways where they sit against the wall.
- If teachers and children are outside when a warning is signaled, the teachers will immediately bring the children inside to the nearest hall and have the children sit against the wall.

Lost Children Procedure

The plan of action in the case of a lost or missing child from the Children's Center premises will include the following:

1) The staff member in charge of the missing child will notify the office immediately.

2) A quick check of the premises will be done immediately by staff not supervising children.

3) The parents or guardians will be notified immediately.

4) Prompt action will be taken to notify the local authorities (police, etc.) immediately.

5) The Morgan County School District Re-3 District Support Center will be notified immediately following the notification of parents and local authorities.

6) The Children's Center will submit a lost child written report to the local authorities and will contact the Colorado Department of Human Services within twenty-four hours of an incident.

A LOST CHILD ON A FIELD TRIP

The plan of action to follow in the case of a lost or missing child on a field trip will include the following:

1) A master list of the students leaving the Children's Center will be made with a list being left at the Children's Center and one carried with the supervisor in charge of the field trip.

2) Each group leader will be assigned a specific number of children. They will always carry a list of the students in their charge.

3) Each group leader will make frequent periodic checks to confirm that all the children are with them.

4) If a child becomes lost the group leader will notify the supervisor in charge. A quick check of the premises will be done immediately by staff not supervising the children.

5) The supervisor will immediately contact the local authorities available for immediate help in locating the child.

6) After a plan has been put into action in trying to locate the lost child, the supervisor will immediately check the safety of the rest of the children.

7) The supervisor in charge of the field trip will immediately notify the Children's Center office so parents or guardians and Morgan County School District Re-3 authorities are notified.

8) If the field trip is terminated before the child is found, the Director will remain at the site until the parents/guardians arrive. The other staff members and children will return with the bus to the Children's Center.

9) The Children's Center will submit a lost child written report to the local authorities and will contact the Colorado Department of Human Services within twenty-four hours of an incident.

10) Any child who arrives after a group has left for a field trip or excursion will remain at the Children's Center. The child can be taken to the event by a parent. A staff member may transport children to events if they are preapproved by the Transportation Director and there is district vehicle available. No child will be left unattended.

Television and Video Viewing

The Children's Center follows licensing guidelines regarding screen time and media.

- Media and internet usage will center around curriculum development and motor movement.
- A Media Plan with online safe practices will be taught to school age children and reviewed monthly.
- No television, recorded media, computer, tablet, and media devices will be used during meals or snack time and will be limited to no more than 30 minutes per day.
- On special occasions, 60 minutes may be exceeded with permission from the Director.
- Content of all material will be previewed by a staff member and screened for explicit language or topics. Movies viewed are rated either G or PG.
- Computer and tablet devices must not exceed 30 minutes per day.
- Parents or guardians must give permission for television and video viewing.
- Children under two years old will not be exposed to any screen time.

Transportation

Families participating in Infant Care, Toddler Care and Pre-K Care programs will transport their children to the Children's Center. Children participating in After School Care coming from Morgan County School District Re-3 schools will be bused to the Children's Center immediately following afternoon dismissal. Please note that there is no bus transportation offered during school breaks or on district no school days. Parents must provide their own transportation during these times. Transportation will be provided during Summer Care activities and field trips.

Field Trips

Children may have the opportunity to go on field trips throughout the year. Please note that other fees may apply for field trip expenses.

Field trips provide opportunities for hands on experiences and extended learning. Children will be always supervised by staff during field trips and the child-staff ratio will be maintained according to licensing regulations. If children attending the field trip require routine medications during the field trip or have special health needs, a staff member with current medication administration training and delegation will be present on the field trip.

Safety Related to Riding in a Vehicle: Seating, Supervision, Emergency Procedure

Morgan County School District Re-3 provides bus transportation to the Children's Center from all Morgan County School District Re-3 schools each afternoon for After School Care. When a child misses the bus that transports them to the Children's Center the school staff will contact the Children's Center to let them know that the student is at the school. The Children's Center will then call the parent. The parents will be responsible for picking up the child and transporting them to the Children's Center.

When children are transported in a school vehicle other than a school bus, each child must use a seat belt and proper safety restraint. Children are to be instructed on safety in case of an emergency or accident. Children must remain seated while the vehicle is in motion. All transportation staff are tested and certified through the Transportation Director of Morgan County School District Re-3.

During bus transportation it is expected that all children follow the bus rules and regulations (File: JLCC). Children who are given citations from the bus driver will have their parents contacted and could be suspended from bus services. If the bus services are suspended due to behavior issues, parents will have to transport their child to the Children's Center until a resolution is reached. Please refer to policy (File: EEAEC).

In the event of a transportation emergency the children will be kept calm and safe until emergency service arrives. The driver will notify 911, transportation department, and the Program Director of the emergency. The staff will remain and supervise children during the emergency or instruct children on safety steps to follow.

Dropping Off / Picking Up Students

Keeping children safe at all times while they are in the program is a priority at the Children's Center. We require that all families sign their children in and out of the program on the electronic device. Families may list alternate adults that have permission to pick up their child on the registration paperwork. This information includes the names, phone numbers and addresses

of those individuals the parent(s)/guardian(s) authorize to pick their child up from the Children's Center. Please keep in mind the following:

- **If an individual's name is not on the authorized pick-up list, the child will not be released to that person.**
- ***All persons picking up a child must be prepared to show a picture ID every time they enter the building***, regardless of being named on the pick-up list. If staff does not know a person, they will need to present a photo ID for verification.
- No one under the age of eighteen will be allowed to pick up a child from the program.
- If applicable, children will not be released to people listed on a restraining order from the courts.

To make morning transitions better for younger children, we ask parents that when dropping off their child, they make every effort to reassure their child and then say good-bye. It will be easier for the child, and it will allow the teacher to comfort and redirect the child's attention to the activities of the day.

At the end of the day, staff will check the sign in sheet upon leaving to ensure that all children have left for the day and are signed out.

School Age Care and Pre-K Care children will be checked in by a staff member. The Children being transported to the Children's Center from private schools will need an adult to enter the building and check them into the ELV system.

During summer, parents are responsible for bringing their child into the center and signing them into the sign-in/out of the ELV system.

Failure to pick up children from the Children's Center will result in the Department of Human Services and Law Enforcement being notified and intervening on behalf of the child.
Parents, please notify the Children's Center when your child will be absent from the program.

970-542-0731 ext. 40216/40315

Emergency Contacts

An emergency contact person listed on the registration form is required. Emergency contact person must be someone other than parents. List a person *that* can assume responsibility for your child in the event of an emergency. ***Please update your child's records if your emergency contact information changes.***

Caring For a Child Who Arrives Late at the Center

When a child arrives late at the center and their group has left the center, a staff member or Director, will care for that child until the classroom teacher and care group returns.

Storing and Administering Medications

Any medication that must be given requires written permission from the student's doctor and a parent must sign the Permission for Medication Form file: JLCD-E. This includes prescription and non-prescription medication.

The medication must be brought in an original labeled container and have doctors' orders for the administration of the medication. Medications are stored out of the reach of children in a locked cabinet. Refrigerated medications are stored in a locked box in the refrigerator in the clinic.

Medication will be given at school only if the effectiveness is altered by not giving it during the school day.

If it becomes necessary for a child to take any form of medication at school, these steps must be followed:

1. Only staff members trained in Medication Administration and given Nurse Consultant Delegation will be allowed to give medication to children at the Children's Center.

2. Written authorization from the physician for the school stating the child's name, reason for medication, medication name, dosage, time to be given, length of time of administration and any side effects or reaction to watch for.

3. Written authorization from the parent/guardian.

4. An adult must bring the medication to the center in its original pharmacy labeled container.
5. The medication must also have written orders from the physician and a "Permission for Medication" form signed by a parent/guardian. Any time medication and/or dosage changes throughout the year, all paperwork (written doctor's orders, permission for medication form and label on the pharmacy bottle) must be updated. Prescriptions must be renewed at the beginning of each year.

6. The staff member with medication administration authorization will keep a medication log.

7. All medication is kept locked up in the clinic and inaccessible to children.

8. All over-the-counter medication sent to school to the child will not be given and will be kept at the center and given back to the parent.

Children's Personal Belongings and Money

During After School Care, children will have a cubby available to store their personal belongings. All other care programs will have a cubby in their classroom labeled with their name. The

Children's Center is not responsible for items that are lost or broken in the program. Parents are asked not to send toys or money with their child unless requested by a teacher. All money brought by the children for field trips will be the responsibility of the child.

Meals and Snacks

Breakfast and an afternoon snack will be provided without charge for children who are in attendance that day. A hot lunch will be available for all children present during the lunch hour. Lunch tickets may be purchased depending on Income Eligibility Form qualifications. All children enrolled in the Children's Center program are required to fill out the CACFP IEF for childcare form.

Parents of infants are asked to provide specialized formula or breast milk for their child. The Children's Center and CACFP will supply Parent's Choice formula/Soy formula. When the infant is ready the Children's Center will supply baby food, cereal, and snacks.

The Children's Center participates in CACFP, a USDA-funded program and is an equal opportunity provider and employer. In accordance with federal law and US Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

To file a complaint of discrimination, write:
USDA, Director, Office of Civil Rights
Room 326-W, Whitten Building
14th and Independence Avenue
SW Washington DC 20250-9410
Or call: (202) 720-5964

Diapering and Toilet Training

For infants and toddlers diapering is done throughout the day with loving care and reassurance that their needs are being met. When diapering, staff members follow the rules and steps posted by the changing stations. Because of the many diseases and germs that can be transferred during diaper changes, Standard Precautions are always used when diapering. Please note that due to sanitation concerns the Children's Center does not allow the use of cloth diapers, only disposable diapers are permitted.

Parents will provide wipes and diapers for their infants and toddlers as needed. EHS children will have diapers and wipes provided.

The Children's Center believes in partnering with parents to start toilet training. We begin by having an agreement between parents and teachers on the process we will follow while toilet training. We provide unique child-size toilet areas to help alleviate fears and insecurities.

To start toilet training we require that children meet the following:

- Be at least 20 months old.
- Be able to pull their own pants on and off.
- Be able to communicate verbally the need to use the bathroom.

Teachers and parents will plan to work together to remain consistent between home and childcare. There will not be force or shame involved in toilet training. Each child will be given the opportunity to use the toilet, but we understand that it is ultimately the child's decision.

If your child is in the process of toilet training, we ask that you provide extra clothes, wipes, pull-ups, and underwear.

Visitors and Volunteers in the Center

Visitors and volunteers are welcomed and encouraged to be a part of the Children's Center program. They must check in and out at the office before proceeding to the classroom and before leaving the building.

If a visitor is going to the infant room, they must wear booties and a smock. We also require frequent handwashing throughout their visit, especially before and after transitions.
Visitors and Volunteers will never be left alone with the children.

Volunteer responsibilities:

- Participate in activities.
- Follow rules and regulations of all governing agencies.
- Receive training regarding expectations of volunteers.
- Work directly under the supervision of a staff member.
- Complete background investigations to CBI and TRAILS at their own expense.
- Complete Mandatory Reporter Training in Child Abuse and Neglect.

Parent and Staff Conferences

Parent and teacher conferences will be held in the Fall and Spring. They will also be available at parent's request when needed to discuss concerns, progress, or recommendations.

Filing a Complaint

If families have a complaint or concern, they can make them known by telephone, email, or personal interview. Complaints should be made to the Director and will be addressed immediately. We will strive for a peaceful resolution for all parties involved, so we can maintain a high level of care for each individual family.

To file a complaint with DHS about this facility contact:
Colorado Department of Human Services
Division of Child Care

1575 Sherman Street
Denver Colorado 80203-1714
Or Call (303) 866-5958 or (800) 799-5876

Reporting Child Abuse

Staff are Mandated Reporters and are required by law to report suspected child abuse or neglect. In the event that a report is made, the program will cooperate with the Department of Human Services and the Fort Morgan Police Department. To report suspected abuse or neglect of any child, call the Child Abuse and Neglect hotline at 1-844-CO-4-KIDS (1-844-264-5437).

Withdrawal from the Program

A two-week notice is required when withdrawing from the Children's Center. Also, a two-week notice will be given to families if the Children's Center can no longer offer care for their children.

Suspension and Expulsion from the Children's Center *or School*

Suspensions and expulsions can be utilized in cases of severe, chronic, and dangerous misbehavior. Please refer to policy (File: JKD/JKE) If a child is suspended or expelled from school, they may not attend the Children's Center.

Program staff are trained and work to identify the social, emotional, and developmental needs of each child. However, there are times when a child may need additional care that our staff are not able to provide. If we feel that a child's behavior endangers the safety of other children, we will notify the family and begin with a conference. We will work together to develop and plan of action. During that time if a child is a danger to themselves or others, we may choose to suspend the child from care. Including but not limited to biting, hitting, kicking, slapping, punching, and any type of aggressive bullying behaviors. Please refer to the Discipline Policy and Procedure on Guidance, Positive Instruction, Supporting Positive Behavior, Discipline and Consequences in this handbook for the steps taken by our staff to work with children who are displaying challenging behavior. It is only after supports are given and as a last resort that we would ask to remove the child from care at the Children's Center.

Asbestos Notification

To comply with the EPA AHERA regulations, Morgan County School District Re-3, must notify all students, staff, and patrons that all schools have been inspected and that there are Management Plans available for inspection. These plans are available at the Maintenance Office, 1301 East Riverview Avenue. Any remaining asbestos in schools is in good shape and poses no danger. The district maintains periodic inspections every six months to comply with the regulations.

Caregiving and Continuity of Care

Children enrolled at the Children's Center will be assigned to a specific classroom and teaching staff. These staff members will be the child's continuous care providers in support of the formation of a strong emotional bond between child and adult. ~~Every effort will be made to~~

~~maintain continuity for each child in our care.~~ The Children's Center is committed to maintaining consistent care relationships for children, ensuring they receive ongoing attention from the same caregivers.

Clothing and Supplies for Infants and Toddlers

Please send a complete change of clothes, socks, and jacket for your child to be kept at The Children's Center. Parents are responsible for providing the following items as needed:

- Diapers
- Wipes
- Bottles (daily)
- Specialized Formula or Human Milk
- Diaper Cream
- Sunscreen
- Water Bottle
- Blanket for Toddlers and Sleep Sacks for Infants

The Children's Center welcomes and supports families breastfeeding/chestfeeding their baby at our facility. We have private, clean, and designated spaces available for nursing parents.

Please make sure your child wears shoes daily to aid in their growth and developing skills.

All belongings should be labeled with the child's first and last name. Early Head Start children will have diapers and wipes supplied.

Communication

The Children's Center strives to ensure that persons with Limited English Proficiency have a meaningful and equal opportunity to participate in services, activities, and programs by providing communications services. The Children's Center communicates through a Language Interpreter and district resources to accommodate home language accessibility.

Communication in Infant and Toddler Care program involves parent and teacher face to face interactions and daily reports through Early Learning Ventures app to inform families about their child's daily activities and care. Communication in the Pre-K Care programs involve using the Early Learning Ventures app and face to face interactions. School Age Care communication is done face to face and the Early Learning Ventures app.

To communicate by phone please call 970-542-0731 ext. 40216 or 40315.
To communicate by email please email esther.cooley@fortmorgank12.com

Critical Incident Procedures

In the event of a safety or security threat inside or outside the building, the Fort Morgan Police Department has assisted the school in establishing safety procedures. Children will be taken to secure areas until the school office is notified by the police department that everything is safe.

The safety procedures are practiced each year. In the event of a safety or security threat, please do not call the school or attempt to pick up your children.

Commitments to Excellence

Please see District Policy information at the back of the book. The Children's Center is also committed to excellence in Continuous Quality Improvement. Part of quality improvement is planned in Colorado Shines. A copy of the plan is available in the office and will be reviewed with families and stakeholders yearly.

Children with Special Needs

The Children's Center accepts children with special needs and different abilities. Children with unique physical and mental abilities are accepted and offered care. Before a child with special needs is admitted to the Children's Center, the parents or guardians are required to meet with the director and provide a complete background explaining the child's condition and accommodations that need to be provided. There may be exclusion for care based on adaptive equipment availability and lift limits of fifty pounds. This must be done before the child can be accepted for care into the program. Our goal is to provide an inclusive environment with embedded support for all children.

Daily Schedule and Activities

At the Children's Center, we strive to provide a nurturing, healthy and comforting environment where children can be happy, healthy, and secure. Every room's schedule and environment are designed to help children develop positive self-esteem.

Children are involved in many different activities throughout the day suitable for their developmental level on a group and individual basis. Activities provided include arts, crafts, music, and movement along with unstructured and structured play. Enrichment activities are designed to enhance their emotional, cognitive, social, and physical development. They are planned based on children's interest and are structured and supervised. All children are encouraged to participate within their abilities. A daily schedule and monthly newsletter are printed to inform parents of the activities. Students are asked to come to school neat, clean, and dressed appropriately for the season and childcare setting. The district policy (File: JICA) regarding dress code is enforced while students are attending the Children's Center.

Damages to Program Property

The Children's Center provides a variety of toys, manipulatives, supplies, materials, and furniture for children to enjoy while learning and playing. We understand that with everyday use, wear and tear is expected. For this reason, we take great care of all our property and ask that children do the same. We expect children to treat program property with care and respect. If a child intentionally destroys or steals program property, parents will be responsible for the cost of the item, so we can maintain a high-quality environment for everyone.

Environment for Infant Room

With infants commonly on the floor we want to provide a clean, safe, and healthy environment in the Infant Room. We practice a 'shoe safe shoes and smocks' policy in this room. We ask that parents and staff entering the carpeted area of the infant room please slip a pair of shoe covers over their shoes and wear a smock over their clothes. In an effort to protect infants from secondhand and thirdhand, no smoking of any kind is allowed in or around the building. Additionally, staff who smoke must have clothing to wear at the Children's Center that has not been exposed to a smoking environment. Staff must keep hair and skin clean and smoke free when working with infants.

Food Allergies

The Children's Center must be notified in writing of any food allergies a child may have. All medical documentation must be submitted before the child begins care in the program. Please see (File: JLCDA) for further information.

Handbook Agreement

The Children's Center handbook is a reference for policies and procedures designed to provide families with important and current information about our program. The handbook is updated annually and is approved by the Morgan County School District Re-3 Board of Education. Any time there is an update, it will be presented to the Board and, once approved, families will receive the updated version of the handbook on the district website.

When registering for care, each family will be sent an electronic version of the Children's Center handbook. It will also be available online on the program's website. Families are required to sign that they received and understand the parent handbook.

Health

To maintain health in our environment, teachers spray down the classroom with a sanitizing or disinfecting solution every night. Toys are sanitized and disinfected once a week and stuffed animals and bedding are washed weekly. The children's cots are washed down daily with a sanitizing solution after nap time. The walls, sinks, tables, bathrooms, cribs, highchairs, cubbies, and other furniture are constantly maintained and washed.

Before a child can start care, a Health Form must be signed by a doctor and returned to the center. Once a child is enrolled, this form will be renewed annually.

The Health Status Form, Immunization Form, and Over the counter Medication Form must also be updated as directed by your physician.

Illness Policy and Screenings

For the health and safety of children and staff, we ask that parents keep their child at home if they do not feel well enough to participate in normal activities, need more care than staff can provide or have any of the symptoms listed below:

1. Fever over 100.4

2. Vomiting
3. Diarrhea
4. Flu symptoms
5. Coughing (severe)
6. Rash with Fever
7. Chicken Pox
8. Pink Eye (until treated)
9. Head Lice (until treated)
10. Hepatitis A
11. Impetigo
12. Ringworm
13. Roseola
14. RSV (until doctor approved return)
15. Strep Throat
16. Vaccine Preventable Diseases (until doctor approved return)

If your child is sent home, they must be symptom free for 24 hours, on antibiotics or have a doctor's approval before returning to the Children's Center.

To mitigate the spread of lice, the Program Director has the option of sending home any child with live lice for initial treatment. Children with nits only may remain in childcare if parents are actively combing out and treating the nits.

Vision, Dental, and Hearing Screenings will occur during the school year for our Infant, Toddler, and PreK Care programs. Families will be given advance notice and will be able to authorize permission before the screening occurs. The dates for the screenings will vary according to the availability of the screeners. Families may also opt out of any or all the screenings by documenting their choice on the permission slips.

COVID Policy

The pandemic has presented unique challenges for early childhood, but the Children's Center will make every effort to support families and continue providing services through pandemic incidents. To reduce or lower the transmission, infection, and disease severity of SARS-CoV-2 (COVID-19), Children's Center has practices and strategies in place for both program staff and enrolled children. This practice includes hand washing, environmental cleaning, disinfecting, quarantining, distance play, masking, and classroom closures. This policy may be updated at any time to align with current needs of the community and public health guidance for COVID-19.

Immunization of Students

Before your child begins care at the Children's Center, you must provide your child's immunization record if it is not obtainable from the Colorado State Immunization site. The Children's Center is required to have an immunization or exemption record kept in file at the

center. If your child needs immunizations, you will be notified to have them done before your child can return to childcare. Parents may also file an exemption form on the CIIS website. The Immunization Record must be updated according to the age requirements of your child as stipulated by the Health Department.

Staff members who manage or process immunizations are trained annually on immunization courses through the Colorado Department of Public Health and Environment.

Parents Right to Know

Please see District Policy information on our website ~ fortmorgank12.com

Parents Portal Instructions

Please see District Policy information on our website ~ fortmorgank12.com

Playground

The playground areas at the Children's Center are used to help children develop their large motor skills and experience nature. Every class has scheduled playground time daily. If they cannot play outside due to weather restrictions or hazards, large motor activities will be provided indoors. All structures, equipment and environments are checked for safety daily. All indoor equipment meets safety standards.

Referral for Family Services or Support

If a family expresses that they may need additional support services mental health, health, developmental, education, trauma, and adversity support services to a staff person will forward this information to the Director. The Program Director will provide contact information to the family or call the service provider directly, depending on the nature of the support needed. The Children's Center works to provide outside resources for parents, these resources include but are not limited to Nurse Family Partnership, St. Elizabeth Hospital, Baby Bear Hugs, and the Caring Pregnancy Center, and WIC. The Children's Center Director will also meet with families regarding progress and if further assistance in needed.

Right to Searches and Possession of Drugs and Alcohol

It is unlikely that there will be a need to search for a student. However, in the event of the necessity to do so, we will be guided by Morgan County School District Re-3 School Board Policy (File: JIH). The use, possession, distribution, or sale of drugs and alcohol by students is prohibited by Board of Education Policy (File: JICH and JICH-R). All Morgan County School District Re-3 facilities are smoke-free environments.

Safe Infant Sleep Policy

Safe Infant Sleep in Child Care

Providing infants with a safe place to grow and learn is very important. For this reason, the Children's Center has created a policy on safe sleep practices for infants up to 1-year-old. We follow the recommendations of the American Academy of Pediatrics (AAP) and the Consumer

Product Safety Commission to provide a safe sleep environment and reduce the risk of sudden infant death syndrome (SIDS). *SIDS is "the sudden death of an infant under 1 year of age, which remains unexplained after a thorough investigation."* The staff, substitute staff, and volunteers at the Children's Center follow the AAP safe sleep policy. Additionally, staff monitor sleeping infants with a visual check of their sleep position, skin color, breathing, and body temperature in their cribs every 15 minutes.

Sleep Position

- Infants will be placed flat on their backs to sleep every time unless there is a physician's signed sleep position medical waiver up to date on file. In the case of a waiver, a waiver notice will be posted at the infant's crib without identifying medical information. The full waiver will be kept in the infant's file.
- Infants will not be placed on their side for sleep.
- Devices such as wedges or infant positioners will not be used.
- Infants who use pacifiers will be offered their pacifier when they are placed to sleep, and it will not be put back in should the pacifier fall out once they fall asleep.
- Pacifiers will be cleaned between each use, checked for tears, and will not be coated in any solution.
- Parents are asked to provide replacement pacifiers on a regular basis.
- While infants will always be placed on their backs to sleep, when an infant can easily turn over from back to front and front to back, they can remain in whatever position they prefer to sleep.

Sleep Environment

- Our program will use safety-approved cribs and firm mattresses.
- Crib slats will be less than 2 3/8" apart.
- Infants will not be placed to sleep on any standard bed, waterbeds, couches, air mattresses, or on other soft surfaces.
- Only one infant will be placed to sleep in each crib. Siblings, including twins and triplets, will be placed in separate cribs.
- The crib will have a firm tight-fitting mattress covered by fitted sheet and will be free from blankets, loose bedding, toys, and other soft objects (i.e., pillows, quilts, comforters, sheepskins, stuffed toys, etc.)
- To avoid overheating, the temperature of the rooms where infants sleep will be checked and will be kept at a level that is comfortable for a lightly clothed adult.
- Sleep clothing, such as sleepers, sleep sacks, and wearable blankets, will be used as safe alternatives to blankets.
- Bibs and pacifiers will not be tied around an infant's neck or clipped on to an infant's clothing during sleep.
- Smoking is not allowed in or near the Children's Center.

Supervision

- When infants are in their cribs, they will be always within sight and hearing of staff.
- A staff member will visibly check on the sleeping infants every 15 minutes.
- When an infant is awake, they will have supervised 'tummy time.' This will help babies strengthen their muscles and development.

Training

All staff, substitute staff, parents, and volunteers at the Children's Center will be trained in safe sleep policies and practices.

Safe sleep practices will be reviewed with all staff, substitute staff, and volunteers each year. In addition, training specific to these policies will be given before any individual is allowed to care for infants.

Documentation that staff members, substitutes, and volunteers have read and understand these policies will be kept in each individual's file.

All staff and substitutes at the Children's Center will be trained in first aid for unresponsive infants as well as what to do when they have a question or need assistance before, they are allowed to care for infants.

When the Policy Applies

This policy applies to all staff, substitute staff, parents, and volunteers when they place an infant to sleep at the Children's Center.

Communication Plan for Staff and Parents

Parents will review this policy when they enroll their child in the Children's Center and a copy will be provided in the parent handbook and a paper copy will be available at parent's request. Parents are highly encouraged to follow this same policy when the infant is at home. These policies will be posted in prominent places. Information regarding safe sleep practices, safe sleep environments, reducing the risk of SIDS in childcare as well as other program health and safety practices will be shared if any changes are made. A copy will also be provided in the staff handbook.

Any individual who has questions regarding this policy may ask Program Contact:
Esther Cooley, Early Childhood Program Director for the Children's Center.
esther.cooley@fortmorgank12.com or 970-542-0731 ex. 40216/40315

School/Parent Policy Compact (Title 1)

Please see District Policy information on our website ~ fortmorgank12.com

Screenings and Assessments and Referrals

Staff and professionals will conduct various screenings and assessments of children while enrolled.

Assessments may include:

- Dental Screenings
- Vision Screening
- Hearing Screening
- Ages and Stages Questionnaire
- Ages and Stages Questionnaire Social and Emotional
- Informal Classroom Assessments
- Teaching Strategies Gold Assessments

Based on the screening results referrals for appropriate services will be made. Families will be given advance notice and will be able to authorize permission before the screening occurs. The dates for the screenings will vary according to the availability of the screeners. Families may also opt out of any or all the screenings by documenting their choice on the permission slips.

Weapons in School

The Morgan County School District Re-3 policy regarding weapons at school (File: JICI) Weapons, or other objects being used as weapons, will not be tolerated. Students disregarding these policies will be subject to suspension and/or expulsion from school.

This policy will be enforced year-round while children are attending the Children's Center.

Web Site

The Morgan County School District Re-3 website can be found at www.fortmorgank12.com The Children's Center icon is in the upper right corner on the home page. This area on the web site is available for program information. Also, on this website all Morgan County School District Re-3 policies can be accessed and reviewed.

ELV Early Head Start Handbook Requirements: Early Head Start will operate at the Children's Center Tuesday through Friday.

Section Description / Title	Head Start Performance Standards Numbers

ERSEA	**1302.10-1302.18**
Staff AND Family: Hours/days of operation reflect full-day, full -year ECE.	HOURS OF OPERATION Children's Center Monday - Friday 7:30am – 5:30 pm Early Head Start Monday - Friday 7:30 am to 4:30 pm. We offer full day, full year care.
	HORAS DE OPERACIÓN Nombre del Programa de Cuidado de Niños Lunes - Viernes 7:30am - 5:30 pm Early Head Start Lunes - Viernes 7:30 am to 4:30 pm. Ofrecemos cuidado de día completo, año completo
	ساعات العمل اسم برنامج رعاية الطفل الاثنين - الجمعة 7:00 صباحًا - 7:00 مساءً برنامج Early Head Start الاثنين - الجمعة 8:00 صباحًا حتى 5:00 مساءً. نحن نُقدم رعاية طوال اليوم على مدار العام.
Family: Policy stating that parent/guardian(s) must contact the facility within an hour of the time the child usually arrives if the child is absent/late. Staff: Policy stating staff must contact child's parent/guardians within an hour of the time the child usually arrives, if the child is absent/late and the parent/guardian(s) have not called the facility.	ABSENCE NOTIFICATION Parents / guardians should notify us in advance or as soon as possible if the child will be absent. A member of our staff will call families within one hour of any unexpected absences. Teachers must notify the designated staff member of unexpected absences in a timely manner for this purpose.
	NOTIFICACIÓN DE AUSENCIAS Padres / guardianes deberán notificarnos de antemano o tan pronto sea posible si el niño estará ausente. Un miembro de nuestro personal llamará a las familias dentro de una hora de cualquier ausencia inesperada. Los maestros deben de notificar el miembro de personal designado de ausencias inesperadas de manera oportuna para este propósito.
	إخطار الغياب يَجب على أولياء الأمور أو الأوصياء إخطارنا مُسبقًا أو في أقرب وقت ممكن في حالة تَغيب الطفل. وسيتواصل أحد أعضاء فريق العمل لدينا بالعائلات، في خلال ساعة واحدة، في حالة حدوث أي غيابات غير متوقعة. ويتعين على المُعلمين إخطار الموظف المعني بحالات الغياب غير المتوقعة في الوقت الملائم لهذا الغرض.

Staff AND Family: Policy stating that Early Head Start children must be in attendance at least 85% of the month and that if attendance is poor, steps to assist family with any barriers will be determined. Early Head Start children must attend at a minimum of 27 hours a week (1380 hours a year) of planned class operations. If a child is scheduled to be out for an extended leave an Extended Leave Form must be completed and on file to hold the Early Head Start slot.	CHILDREN'S ATTENDANCE Good attendance assures that children will receive the greatest benefit from our program. We want all children to experience the learning activities planned daily. Mildly ill children are able to participate. See "Illness Policy". Early Head Start children are expected to attend at least 85% of the time each month, or a minimum of 27 hours a week of planned class operations. If attendance falls below 85%, we will work with our ELV specialist to create a plan to assist family with any barriers. If a child is scheduled to be out for an extended amount of time, we will need an extended leave form completed (please ask your ELV specialist) and on file to hold the childcare slot. If a child is absent more than 3 consecutive days due to illness, a doctor's note is required to return to childcare. ASISTENCIA DE LOS NIÑOS La buena asistencia asegura que los niños recibirán el mayor beneficio de nuestro programa. Queremos que todos los niños experimenten las actividades de aprendizaje planificadas a diario. Niños levemente enfermos pueden participar. Consulte la "Política de enfermedades". Se espera que los niños de Early Head Start asistan al menos el 85 % del tiempo cada mes, o un mínimo de 27 horas a la semana de operaciones de clases planificadas. Si la asistencia cae por debajo del 85 %, trabajaremos con nuestro especialista ELV para crear un plan para ayudar a la familia con cualquier barrera. Si un niño está programado para estar fuera por un período prolongado de tiempo, necesitaremos que complete un formulario de permiso extendida (pregúntele a su especialista de ELV) y se mantendrá en el archivo para mantener el espacio de cuidado infantil. Si un niño se ausenta más de 3 días consecutivos debido a una enfermedad, se requerirá una excusa médica por escrito para regresar a la guardería. حضور الأطفال ونُريد أن يجرب يَضمن الحضور المنتظم للأطفال الحصول على أكبر استفادة من برنامجنا. يُمكن للأطفال المرضى بشكل طفيف المشاركة. جميع الأطفال أنشطة التعلم المُقررة يوميًا. اطّلع على "سياسة المرض". يُتوقع حضور الأطفال في برنامج Early Head Start بنسبة 85% على الأقل من كل شهر، أو ما لا يقل عن 27 ساعة في الأسبوع من عمليات الصف المخطط لها. في حالة انخفاض الحضور إلى أقل من 85%، فسنعمل مع مُتخصصي برنامج مشروع التعلم المبكر لدينا لوضع خُطة من أجل مساعدة الأسرة في مواجهة أي عوائق. سنحتاج إلى استكمال نموذج إجازة مُمتدة (من فضلك اسأل متخصص برنامج مشروع التعلم المبكر الخاص بك)، ويجب أن يكون النموذج بالملف للاحتفاظ بوحدة رعاية الطفل، إذا كان يَلزم إحضار شهادة طبية، إذا من المقرر خروج الطفل من المنزل لفترة طويلة من الوقت. تغيب الطفل لأكثر من 3 أيام على التوالي 0

	CLASSROOM MANAGEMENT __Children's Center___ advocates a positive approach to discipline. Our procedure on guidance, positive instruction, supporting positive behavior, discipline and consequences, is outlined below: Cultivate positive child, provider and family relationships. We have received training on positive teaching practices that ensure that children's behavior is guided in a positive manner. We continuously incorporate our families through daily communications regarding their child(ren) and encourage family involvement to ensure that their child(ren) is being guided in a positive direction. Create and maintain a socially and emotionally respectful early learning and care environment. We encourage positive interactions with each child through modeling and teaching methods that allow children to learn and be capable of respecting others socially and emotionally. Implement teaching strategies supporting positive behavior, prosocial peer interaction, and overall social and emotional competence in young children. We are trained to reinforce children's positive behavior effectively and positively and re-direct any behavior that is harmful. We also demonstrate ongoing positive interactions with each child, which helps children learn how to treat others in a positive way and to be more aware of the feelings of their peers. Work as a team to identify specific social and emotional needs of each child. We are trained in methods that enable us to understand children's behavior and develop positive behavior support plans for each child. We provide individualized social and emotional intervention supports for children who need them, including methods for understanding child behavior; and developing, adopting, and implementing a team based positive behavior support plan with the intent to reduce challenging behavior and prevent suspensions and expulsions. Provide access an early childhood mental health consultant or other specialist as needed. We strive to continuously strengthen our relationships with children and their families. Through regular, specialized trainings, we are able to identify the individual needs of children in our care. While working with families, we are able to provide each child with the specialized care that he/she may need. When a situation occurs that make a child's needs difficult to meet, the family will be given information on how to access an Early Childhood Mental Health Specialist to support their child in all environments. We currently partner with Mental Health Consultant Agency Centennial Mental Health 970-867-4924
	MANEJO DEL SALÓN Children's Center aboga por un enfoque positivo de la disciplina. Nuestro procedimiento de orientación, instrucción positiva, apoyo al comportamiento positivo, disciplina y consecuencias se describe a continuación:

Staff AND Family: Policy stating how the program provides supports for effective classroom management and works with Behavioral Health/Mental Health consultants to implements strategies to support social and emotional concerns to limit suspension and expulsion.	□ Cultivar relaciones positivas entre el niño, el proveedor y la familia. Hemos recibido entrenamiento sobre prácticas de enseñanza positivas que aseguran que el comportamiento de los niños se guíe de manera positiva. □ Incorporamos continuamente a nuestras familias a través de comunicaciones diarias con respecto a su(s) hijo(s) y alentamos la participación familiar para asegurar que su(s) hijo(s) sea(n) guiado(s) en una dirección positiva. □ Crear y mantener un ambiente de cuidado y aprendizaje temprano social- y emocionalmente respetuoso. □ Fomentamos las interacciones positivas con cada niño a través de modelos y métodos de enseñanza que les permitan aprender y ser capaces de respetar a los demás social- y emocionalmente. □ Implementar estrategias de enseñanza que apoyen el comportamiento positivo, la interacción prosocial con los compañeros y la competencia social y emocional en general en los niños pequeños. □ Estamos entrenados para reforzar de manera efectiva y positiva el comportamiento positivo de los niños y redirigir cualquier comportamiento que sea dañino. También demostramos interacciones positivas continuas con cada niño, lo que ayuda a los niños a aprender cómo tratar a los demás de manera positiva y ser más conscientes de los sentimientos de sus compañeros. □ Trabajar en equipo para identificar las necesidades sociales y emocionales específicas de cada niño. Estamos entrenados en métodos que nos permiten comprender el comportamiento de los niños y desarrollar planes de apoyo de comportamiento positivo para cada niño. □ Brindamos apoyos de intervención social y emocional individualizados para los niños que los necesitan, incluidos métodos para comprender el comportamiento del niño; y desarrollar, adoptar e implementar un plan de apoyo de comportamiento positivo basado en equipo con la intención de reducir el comportamiento desafiante y prevenir suspensiones y expulsiones. □ Dar acceso a un consultor de salud mental de primera infancia u otro especialista, según sea necesario. Nos esforzamos en fortalecer continuamente nuestras relaciones con los niños y sus familias. A través de entrenamientos periódicos y especializados, podemos identificar las necesidades individuales de los niños bajo nuestro cuidado. Mientras trabajamos con las familias, podemos darle a cada niño la atención especializada que pueda necesitar. Cuando ocurra una situación que haga que las necesidades de un niño sean difíciles de satisfacer, la familia recibirá información sobre cómo acceder a un especialista en salud mental de primera infancia para apoyar a su hijo en todos los entornos. Actualmente estamos asociados con nombre, dirección y número de teléfono de la agencia consultora de salud mental.

	إدارة الفصل الدراسي _اسم المشروع التجاري____ يدعو إلى نهج إيجابي للانضباط. جَرى توضيح إجراءاتنا الخاصة بالإرشاد، والتوجيه الإيجابي، ودعم السلوك الإيجابي، والانضباط، والعواقب، أدناه: □ نُنمي الطفل إيجابيًا، ونُقدم له الرعاية الصحية، ونهتم بعلاقاته الأسرية. وذلك لأننا تلقينا تدريبًا على أساليب التدريس الإيجابية التي تضمن تقويم سلوك الأطفال بطريقة إيجابية. □ نُشرك أُسرنا باستمرار من خلال التواصل اليومي بشأن طفلهم (أطفالهم) ونُشجع مشاركة الأسرة من أجل ضمان توجيه أطفالهم بشكل إيجابي. □ نُنشئ ونحافظ على بيئة تعلم ورعاية مبكرة تحظى بالاحترام الاجتماعي والعاطفي. □ نُشجع التفاعل الإيجابي مع كل طفل من خلال أساليب إعطاء النماذج والتدريس التي تسمح للأطفال بالتعلم وجعلهم قادرين على احترام الآخرين على الجانب الاجتماعي والعاطفي. □ تطبيق استراتيجيات التدريس التي تدعم السلوك الإيجابي، والتفاعل الإيجابي مع أقرانهم، والأهلية الاجتماعية والعاطفية الشاملة للأطفال الصغار. □ نحن مُدربون على تعزيز السلوك الإيجابي للأطفال على نحو فعّال وإيجابي، وعلى تقويم أي سلوك مُضر. ودائما ما نُظهر آليات التفاعل الإيجابية لكل الأطفال؛ من أجل مساعدتهم في تعلم كيفية معاملة الآخرين بنهج إيجابي، وليكونوا أكثر مراعاة لمشاعر أقرانهم. □ نَعمل كفريق لنُحدد الاحتياجات الاجتماعية والعاطفية الخاصة لكل طفل. نحن مُدربون على أساليب تمكننا من فهم تصرفات الأطفال وتطوير خُطط من أجل تعزيز السلوك الإيجابي لكل طفل. □ نحن نُقدم دعم التدخل الاجتماعي والعاطفي الشخصي للأطفال الذين يحتاجونه، بما في ذلك طُرق فهم سلوك الطفل، وتطوير، واعتماد، وتطبيق خطة دعم السلوك الإيجابي التي تقوم على العمل كفريق بهدف تقليل السلوك صعب المراس ومنع الإيقاف والطرد. □ توفير مستشار الصحة العقلية في مرحلة الطفولة المبكرة أو غيره من المُختصين حسب الحاجة. كما أننا قادرين على تحديد حيث نَسعى باستمرار إلى توطيد علاقاتنا بالأطفال وأسرهم. الاحتياجات الخاصة للأطفال تحت رعايتنا، وذلك بفضل تدريبات منتظمة ومتخصصة. ونحن قادرين، أيضًا، على توفير رعاية متخصصة لكل طفل/طفلة في حالة الاحتياج ستُزود الأسرة بمعلومات حول كيفية الوصول إلى إليها، بينما نُنسق مع الأسر. أخصائي الصحة العقلية في مرحلة الطفولة المبكرة لدعم طفلهم في كل الأحوال، عندما وكالة تحدث حالة تجعل من الصعب تلبية احتياجات الطفل. نحن نتشارك حاليًا مع استشاري الصحة العقلية الاسم، العنوان، ورقم الهاتف.
<u>Staff: Policy stating that Early Head Start Parents / Guardians cannot be charged any fees including special events, field trips, and/or supply fees</u>	FEES Early Head Start Parents / Guardians are not to be charged for any supplies, field trip costs, family events, etc. Infants and toddlers participating in the Early Head Start Program receive diapers, wipes, and formula at no cost while in the care of the program.
	TARIFAS Padres / Guardianes de Early Head Start no tendrán cobros por suministros, costos de excursiones, eventos familiares, etc. Los bebés y niños pequeños que participan en el programa Early Head Start reciben pañales, toallitas húmedas y fórmula sin costo mientras están bajo el cuidado del programa.
	المصاريف Early Head Start لا تُحصل أي رسوم من أولياء الأمور أو الأوصياء في برنامج عن أي إمدادات أو تكاليف رحلة ميدانية أو أحداث عائلية، وما إلى ذلك. ويتلقى الرضع، حفاضات، ومناديل مبللة، Early Head Start والصغار المشاركون في برنامج .ولبن صناعي مجانًا أثناء فترة رعاية البرنامج

Staff: Policy stating that the program agrees to ensure that EHS children will not be unenrolled for loss of CCCAP.	EXPULSION POLICY Children who are enrolled in Early Head Start cannot be unenrolled from EHS or the program due to loss of CCCAP. Any family who has lost their CCCAP should reach out to their childcare partnership specialist for finding support for their childcare fee.
	NORMA DE EXPULSIÓN Niños inscritos en Early Head Start no se podrán dar de baja de EHS o del programa debido a la pérdida de CCCAP. Cualquiera familia quien ha perdido CCCAP debería hablar con su especialista para encontrar apoyo para su tarifa de cuidado de niños.
	سياسة الطرد من قسم Early Head Start لا يمكن إلغاء تسجيل الأطفال المسجلين في برنامج أو البرنامج بسبب عدم الانضمام لبرنامج مساعدة البيئة، والصحة، والسلامة (EHS) رعاية الطفل في كولورادو (CCAP).

EHS Center Based Option	1302.21
Staff: Policy stating that no more than 8 children are placed in any learning environment; ratio 1 teacher to 4 children.	EARLY HEAD START RATIO & GROUP SIZE During our Early Head Start hours, we will place no more than 8 children in any Early Head Start learning environment (9 may be allowable with a third qualified teacher); and will maintain a ratio of 1 teacher to 4 children.
	PROPORCIÓN Y TAMAÑO DE GRUPO DE EARLY HEAD START Durante las horas de Early Head Start, tendremos a no más de 8 niños en cualquier ambiente de aprendizaje de Early Head Start (se pueden permitir 9 con un tercer maestro calificado); y se mantendrá una proporción de 1 maestro por 4 niños.
	مُعدّل برنامج EARLY HEAD START وحجم المجموعة لن نَضع أكثر من 8 أطفال في أي بيئة تعليمية لبرنامج Early Head Start، خلال ساعات عمله، (قد يُسمح بـ 9 ولكن بمُعلم مؤهل ثالث) وسنُحافظ على مُعدّل مُعلم لكل 4 أطفال.
EHS Family Child Care Option	**1302.23**
Staff: Policy stating that no more than that 6 children are placed in any learning environment; ratio 1 teacher to 6 children.	EARLY HEAD START RATIO & GROUP SIZE During our Early Head Start Hours, we will place no more than 6 children in any Early Head Start learning environment; and will maintain a ratio of 1 teacher to 6 children.
	PROPORCIÓN Y TAMAÑO DE GRUPO DE EARLY HEAD START Durante las horas de Early Head Start, tendremos a no más de 6 niños en cualquier ambiente de aprendizaje de Early Head Start; y se mantendrá una proporción de 1 maestro por 6 niños.
	مُعدّل برنامج EARLY HEAD START وحجم المجموعة لن نَضع أكثر من 6 أطفال في أي بيئة تعليمية لبرنامج Early Head Start، خلال ساعات عمله، وسنحافظ على مُعدّل مُعلم لكل 6 أطفال.

Policy Council & Parent Committees	1301.3-1301.4
Family: Policy stating that EHS parents are automatically a part of the Parent Committee to help develop parent engagement activities. Parent Committee meetings will be held on a regular basis. Parent Engagement activities will be held at a minimum quarterly. Also, EHS parents have the option to be a part of Policy Council.	PARENT COMMITTEE Parents and guardians of children enrolled in Early Head Start are automatically a part of our parent committee. Parent / guardian participation is highly encouraged. The Parent Committee is a parent / guardian run committee to plan and discuss parent / guardian engagement opportunities. Parent engagement opportunities are held at a minimum quarterly. Parent Committee is designed to offer parents and guardians a forum where questions can be answered, suggestions can be made, and problems solved. Additionally, the Parent Committee ensures effective, two-way, communication between staff and parents or guardians. Parents and guardians also have the opportunity to participate in Policy Council. Policy Council is made up of community members and EHS parents / guardians. Policy Council works in partnership with the Governing Body and key management staff to develop, review, and approve or disapprove specific policies and procedures to align with Head Start Program Performance Standards and the Head Start Act. Please let your ELV specialist know if you are interested in this leadership opportunity.
	COMITE DE PADRES Los padres y guardianes de los niños inscritos en Early Head Start son automáticamente parte de nuestro comité de padres. Se anima fuertemente la participación de los padres/guardianes. El Comité de Padres es un comité dirigido por padres/guardianes para planificar y discutir oportunidades de participación de padres/guardianes. Las oportunidades para la participación de los padres se llevan a cabo como mínimo trimestralmente. El Comité de Padres está diseñado para ofrecer a los padres y guardianes un foro donde se pueden responder a preguntas, hacer sugerencias y resolver problemas. Además, el Comité de Padres garantiza una comunicación bidireccional efectiva entre el personal y los padres o guardianes. Los padres y guardianes también tienen la oportunidad de participar en el Concilio de Normas. El Concilio de Normas está compuesto por miembros de la comunidad y padres/guardianes de EHS. El Concilio de Normas trabaja en asociación con el Cuerpo Gobernante y el personal de administración clave para desarrollar, revisar y aprobar o desaprobar normas y procedimientos específicos para alinearse con las Normas de Desempeño del Programa Head Start y las Reglas de Head Start. Informe a su especialista en ELV si está interesado en esta oportunidad de liderazgo

أصبح أولياء أمور أو الأوصياء على الأطفال الذين سجلوا في برنامج Early Head Start تلقائيًا جزءً من لجنة أولياء الأمور. يُرحّب بمشاركة أولياء الأمور أو الأوصياء بشدة. ولجنة أولياء الأمور هي لجنة يُديرها أولياء الأمور أو الأوصياء من أجل تخطيط ومناقشة فرص إشراكهم. وتُعقد فرص إشراك أولياء الأمور كل ثلاثة أشهر على الأقل. كما كُرست لجنة أولياء الأمور من أجل تقديم منتدى لأولياء الأمور أو الأوصياء حيث يُمكن الإجابة على الأسئلة وتقديم الاقتراحات وحل المشكلات. وتَضمن لجنة أولياء الأمور، بالإضافة إلى ذلك، التواصل الفعال بين كلًا الجانبين من الموظفين، وأولياء الأمور أو الأوصياء. ولجنة السياسات هي لجنة يملك أولياء الأمور أو الأوصياء الفرصة للمشاركة في لجنة السياسات. مُكونة من أفراد المجتمع وأولياء الأمور أو الأوصياء بقسم البيئة، والصحة، والسلامة. وتعمل لجنة السياسات بالشراكة مع مجلس الإدارة وموظفيها الرئيسيين من أجل تطوير، ومراجعة، واعتماد، أو رفض سياسات وإجراءات مُعينة لتتماشى مع معايير أداء برنامج Head Start وقانونه. أعلِم متخصص برنامج مشروع التعلم المبكر إذا كنت مهتمًا بفرصة القيادة هذه.	

Education & Child Development	1302.30-1302.36; 1301.3-1301.4
Staff AND Family: Policy stating parent's input, engagement, and their role as child's lifelong educators supporting their child's education.	PARENTAL ENGAGEMENT We support parents as their child's first teacher and believe that parents / guardians should provide input and engagement supporting their child's education on an ongoing basis and in their family's home language. Families may receive a survey annually from ELV to gather information on preferred engagement opportunities.
	PARTICIPACIÓN DE LOS PADRES Apoyamos a los padres como los primeros maestros de sus hijos y creemos que los padres/guardianes deben aportar y participar en la educación de sus hijos de manera continua y en el idioma del hogar de la familia. Las familias pueden recibir una encuesta anual de ELV para recopilar información sobre las oportunidades de participación preferidas.
	مشاركة أولياء الأمور نحن ندعم أولياء الأمور باعتبارهم المعلمين الأوائل لأطفالهم ونعتقد أن أولياء الأمور أو الأوصياء يجب أن يساهموا ويشاركوا بدعمهم من اجل تعليم أطفالهم بشكل مستمر وباللغة الأم لأسرهم. لذلك قد تتلقى العائلات استطلاعًا سنويًا من مشاريع التعلم المبكر من أجل جمع المعلومات حول فرص المشاركة التي يفضلوها.
Staff AND Family: Policy stating parent input in policy and procedures regarding parents input and involvement in the curriculum implementation.	PARENTAL INPUT We support input and engagement from parents and guardians in curriculum implementation in several ways. First, we have a comment box where parents / guardians can share feedback on policies and procedures as well as curriculum. Additionally, teachers send home activities related to classroom curriculum to create a link between home and school. Parents and guardians are also asked to support curriculum in various ways. For example, Home Visits and Parent Teacher Conferences are an opportunity for parents and guardians to share ideas for activities that can enhance current curriculum. Additionally, if a parent or guardian has skills that can enhance classroom curriculum, teachers may invite parents / guardians to share those skills in developmentally appropriate ways. Finally, parents and guardians may be able to volunteer in the program.
	APORTES DE LOS PADRES Apoyamos los aportes y la participación de los padres y guardianes en la implementación del currículo de varias maneras. Primero, tenemos un buzón de comentarios donde los padres/guardianes pueden compartir comentarios sobre normas y procedimientos, así como también sobre el currículo. Además, los maestros envían a casa actividades relacionadas con el currículo del salón de clases para crear un vínculo entre el hogar y la escuela. También se les pide a los padres y guardianes que apoyen el currículo de varias maneras. Por ejemplo, las visitas al hogar y las conferencias de padres y maestros son una oportunidad para que los padres y guardianes compartan ideas sobre actividades que pueden mejorar el currículo actual. Además, si un padre o guardián tiene habilidades que pueden mejorar el currículo del salón de clases, los maestros pueden invitar a los padres o guardianes a compartir esas habilidades de manera

	apropiada para el desarrollo. Finalmente, los padres y guardianes pueden ser voluntarios en el programa.
	مشاركة أولياء الأمور نحن ندعم المساهمات والمشاركات من جانب أولياء الأمور والأوصياء في تطبيق المنهج الدراسي بطرق عديدة. أولًا، لدينا صندوق مقترحات حيث يُمكن لأولياء الأمور أو الأوصياء مشاركة ملاحظاتهم فيما يخص السياسات والإجراءات وأيضًا في المنهج الدراسي. ويُرسل المُعلمون، بالإضافة إلى ذلك، الأنشطة المنزلية المُتعلقة بمنهج الصف الدراسي، لخلق رابط بين المنزل والمدرسة. كما أن أولياء الأمور والأوصياء معنيين بدعم المنهج الدراسي بطرق عديدة. وتُعد الزيارات المنزلية ومؤتمرات أولياء الأمور والمُعلمين، على سبيل المثال، فرصة لأولياء الأمور أو الأوصياء من أجل مُشاركة الأفكار حول الأنشطة التي يُمكن أن تدعم المنهج الدراسي الحالي. بالإضافة إلى ذلك، إذا كان أحد أولياء الأمور أو الأوصياء لديه مهارات يمكن أن تدعم المنهج الدراسي في الصف، فيجوز للمُعلمين دعوة أولياء الأمور أو الأوصياء من أجل مشاركة هذه المهارات بطرق مناسبة تنمويًا. أخيرًا، يُمكن لأولياء الأمور والأوصياء التطوع في هذا البرنامج.
<u>Staff AND Family:</u> Policy stating EHS enrolled child(ren) have two (2) Home Visits and two (2) Parent Teacher Conferences in a program year.	HOME VISITS AND PARENT CONFERENCES All parents / guardians of children enrolled in our Early Head Start Program have the opportunity to participate in two home visits and two parent conferences each school year. Our staff will schedule home visits and conferences with parents / guardians to collaboratively discuss the child's classroom experiences and developmental progress and set goals. Home visits are a wonderful way for a child's teacher to get to know the child better. They allow a teacher to better understand the home environment and to observe if a child behaves similarly at home and in the childcare setting. During Home Visits and Parent Teacher Conferences, we will discuss the child's screening results, assessments, and strengths. Parents / guardians will be asked to provide input by sharing observations of the child's development and provide input into their curriculum. Together parents / guardians and teachers will develop goals and activities that we can do both at home and at the program to help your child meet her/his educational needs towards school readiness. As a partner for the child's learning, parents and guardians are encouraged to share special cultural and child rearing practices that might assist the teachers in understanding and providing more responsive care to the child.

	VISITAS AL HOGAR Y CONFERENCIAS DE PADRES Todos los padres/guardianes de niños inscritos en nuestro Programa Early Head Start tienen la oportunidad de participar en dos visitas al hogar y dos conferencias de padres cada año escolar. Nuestro personal programará visitas al hogar y conferencias con los padres/guardianes para charlar en colaboración sobre las experiencias del niño en el salón de clases y su progreso en desarrollo y establecer metas. Las visitas al hogar son una manera maravillosa para que el maestro de un niño lo conozca mejor. Permiten que un maestro comprenda mejor el ambiente del hogar y observe si un niño se comporta de manera similar en el hogar y en el ambiente de cuidado infantil. Durante las visitas al hogar y las conferencias de padres y maestros, discutiremos los resultados de las evaluaciones, los asesoramientos y las fortalezas del niño. Se les pedirá a los padres/guardianes que brinden su opinión compartiendo observaciones sobre el desarrollo del niño y aporten a su plan de estudios. Juntos, los padres/guardianes y maestros desarrollarán metas y actividades que podemos hacer tanto en el hogar como en el programa para ayudar a su hijo a satisfacer sus necesidades educativas hacia la preparación escolar. Como socios para el aprendizaje del niño, se alienta a los padres y guardianes a compartir prácticas culturales y de crianza especiales que puedan ayudar a los maestros a comprender y brindar una atención más receptiva al niño.
	لزيارات المنزلية ومؤتمرات أولياء الأمور Early Head Start يحظى كل أولياء أمور أو أوصياء الأطفال الذين سجلوا في برنامجنا بالفرصة للمشاركة في زيارتين منزليتين ومؤتمرين لأولياء الأمور في كل عام دراسي. وسيجدول فريقنا الزيارات المنزلية والمؤتمرات مع أولياء الأمور أو الأوصياء من أجل مناقشة تجارب الصف الدراسي للطفل والتقدم التنموي وتحديد الأهداف بطريقة تعاونية. وتُعد الزيارات المنزلية طريقة رائعة لمُعلم الطفل لمعرفة الطفل أكثر. فذلك يسمح للمعلم بفهم بيئة المنزل بشكل أفضل، وملاحظة ما إذا كان الطفل يتصرف بشكل مشابه في المنزل، وفي فصل رعاية الطفل. وسنُناقش نتائج متابعة الطفل، وتقييماته، ونقاط قوته، أثناء الزيارات المنزلية ومؤتمرات أولياء الأمور والمُعلمين. كما سيُطلب من أولياء الأمور أو الأوصياء تقديم مساهماتهم من خلال مشاركة الملاحظات حول تطور الطفل، وتقديم مساهمات في مناهجه الدراسية. وسيطور أولياء الأمور أو الأوصياء والمُعلمون معًا أهدافًا وأنشطة يمكننا القيام بها في المنزل والبرنامج من أجل مُساعدة طفلك على تلبية احتياجاته التعليمية ليستعد للدراسة. ونحن نُشجع أولياء الأمور والأوصياء على مُشاركة الممارسات الثقافية الخاصة وتربية الطفل، بصفتنا شركاء في تعلم الطفل، وهذه الممارسات تُساعد المُعلمين في فهم وتقديم رعاية بها استجابة أكثر للطفل.
Staff AND Family: Policy stating when a majority of children in the class speak the same language, at least one staff member must speak such language.	STAFF LANGUAGE REFLECTING MAJORITY LANGUAGE Children's Center will provide support to children whose primary language is other than English (including ASL) to encourage and support the child's full participation and involvement in their classroom. At least one teacher in the classroom will be bilingual if there is a dominant second language in that classroom for a majority of children.

	LENGUAJE DEL PERSONAL QUE REFLEJA EL LENGUAJE DE LA MAYORÍA Children's Center dará apoyo a los niños cuyo idioma principal no sea el inglés (incluyendo el ASL) para alentar y apoyar la participación llena e involucración de su hijo en su salón de clases. Por lo menos un maestro en su salón de clases será bilingüe si hay un segundo idioma dominante en ese salón.
	لغة الموظفين تعكس لغة الغالبية } سيوفر الموقع الدعم للأطفال الذين لغتهم الأم غير الانجليزية (بما في ذلك لغة الإشارة الأمريكية) من أجل تشجيع ودعم المشاركة الكاملة للطفل وانخراطه في الصف الدراسي. سيكون هناك مُعلم يتحدث لغتين على أقل تقدير، إذا كان هناك لغة ثانية سائدة في الصف بالنسبة لأغلبية الأطفال.
<u>Staff AND Family:</u> Policy stating that a translator/service will be available for all Early Head Start enrolled families.	TRANSLATION AND HOME LANGUAGE Families can receive communication in their home language in the following ways: - Through a staff member or personal family member fluent in their language. - Written document translated from English to another language with Google Translate. - Translator line may be accessed online or via phone (ask the ELV specialist)
	TRADUCCIÓN E IDIOMA DEL HOGAR Los estudiantes y los padres pueden recibir comunicación en su idioma natal en las siguientes maneras: - A través de un miembro del personal o un familiar que hable su idioma con fluidez. - Documento escrito traducido del inglés a otro idioma con Google Translit. - Se puede acceder a la línea de traducción en línea o por teléfono a través de un especialista en EHS
	الترجمة واللغة الأم سيتم التواصل مع الأسر بلغتهم الأم من خلال الطرق الآتية: - من خلال أحد أعضاء الفريق أو أحد أفراد الأسرة الطليق في لغتهم. - أو عن طريق وثيقة مُترجمة من الانجليزية إلى لغة أخرى باستخدام ترجمة جوجل. - يُمكن التوصل إلى مُترجم عبر الإنترنت أو الهاتف (اسأل مُتخصص برنامج مشروع التعلم المبكر)

Staff AND Family: Policy on how program supports a child's home language.	HOME LANGUAGE Since we know that all children are rooted in their families, we honor each family's individual culture in our learning environments. The development and maintenance of home language is valued and supported. We will help children to understand spoken language (particularly when children are learning a new language) by using pictures, familiar objects, body language, physical cues, and by establishing daily routines that the child can participate in even if English is not their spoken primary language. Teachers will use a variety of vocabulary and engage in sustained conversations with a child about their experiences. If the child is learning English as a second language, it is very important to continue to develop the child's first language at home. Not only will this strengthen the parent or guardian - child relationship and prevent the loss of the home language, but it will also make it easier for the child to learn English. In addition, for families who speak a language other than English, parents / guardians are encouraged to share their spoken and written language with their child's classroom. Parents / guardians may be asked to help provide written labels for the classroom, teach songs, read stories, and teach adults and children how to speak, read, or write words or letters in their home language. Should you need communication in a preferred language other than English, please notify program staff or the ELV specialist, and we will use internal and / or external resources to meet your needs.
	NORMA DEL IDIOMA DEL HOGAR Como sabemos que todos los niños están arraigados en sus familias, respetamos la cultura individual de cada familia en nuestro ambiente de aprendizaje. Como ejemplo, se valora y apoya el desarrollo y mantenimiento del idioma del hogar. Ayudaremos a los niños a comprender el lenguaje hablado (particularmente cuando los niños están aprendiendo un nuevo idioma) usando imágenes, objetos familiares, lenguaje corporal, señales físicas y estableciendo rutinas diarias en las que el niño pueda participar incluso si el inglés no es su idioma natal primario. Los maestros usarán una variedad de vocabulario y tendrán conversaciones sostenidas con su hijo sobre sus experiencias. Si su hijo está aprendiendo inglés como segundo idioma, es muy importante continuar desarrollando el primer idioma del niño en casa. Esto no solo fortalecerá la relación entre padres e hijos y evitará la pérdida del idioma

	del hogar, sino que también facilitará que su hijo aprenda inglés. Además, para las familias que hablan un idioma que no sea inglés, se le alienta a los padres a compartir su idioma hablado y escrito con el salón de clases de su hijo. Se les puede pedir a los padres que ayuden a dar etiquetas escritas para el salón de clases, enseñar canciones, leer cuentos y enseñar a adultos y niños cómo hablar, leer o escribir palabras o letras en su idioma natal. Si necesita comunicación en un idioma preferido que no sea el inglés, notifique al maestro de su hijo o al personal de administración, y utilizaremos recursos internos o externos para satisfacer sus necesidades.
	اللغة الأم نظرًا لأننا نعلم أن كل الأطفال ترعرعوا في أسرهم، فإننا نحترم الثقافة الفردية لكل أسرة في بيئات التعلم لدينا. ويُعد التطوير والحفاظ على اللغة الأم أمر يستحق التقدير والدعم. سنُساعد الأطفال في فهم اللغة المنطوقة باستخدام الصور والأشياء التي يألفوها ولغة الجسد والإيماءات الجسدية (خاصة عندما يتعلم الأطفال لغة جديدة)، وأيضا عن طريق الالتزام بروتين يومي يُمكن للطفل المشاركة فيه حتى لو لم تكن اللغة الإنجليزية هي اللغة المنطوقة الأم. وسيستخدم المُعلمون مجموعة متنوعة من المفردات ويدمجوها في محادثات مستمرة مع الطفل حول تجاربهم. كما أنه من المهم للغاية مواصلة تنمية اللغة الأم للطفل بالمنزل، إذا كان الطفل يتعلم اللغة الانجليزية كلغة ثانية. ولن يؤدي بنا هذا إلى توطيد العلاقة بين أولياء الأمور أو الأوصياء - والطفل ويمنع فقدان لغته الأم وحسب، بل سيُسهل أيضًا على الطفل تَعلم اللغة الإنجليزية. ونُشجع، بالإضافة إلى ذلك، أولياء الأمور أو الأوصياء على مشاركة لغتهم المنطوقة والمكتوبة مع الفصل الدراسي لأطفالهم، وذلك للعائلات التي تتحدث لغة أخرى غير الإنجليزية وقد يُطلب من أولياء الأمور أو الأوصياء المساعدة في توفير ملصقات مكتوبة للصف الدراسي، وتعليم الأغاني، وقراءة القصص، وتعليم البالغين والأطفال كيفية التحدث، أو القراءة، أو كتابة الكلمات أو الحروف بلغتهم الأم. يُرجى إخطار فريق البرنامج أو مُتخصص برنامج مشروع التعلم المبكر؛ إذا كنت بحاجة إلى التواصل بلغة مفضلة غير الإنجليزية وسنستخدم موارد داخلية و / أو خارجية من أجل تلبية احتياجاتك.

	DEVELOPMENTAL SCREENINGS Early Head Start ensures that all children entering the program receive developmental, sensory, and social/emotional screening. Parent / guardian permission and the child's developmental history are obtained before the screening. The screening procedure will be sensitive to the child's cultural and linguistic background. This developmentally appropriate process may identify children who need to be referred for formal assessments (transdisciplinary evaluations). Many screenings are conducted within 45 days of the child's entry in the program. Trained staff members use standardized screening tools to evaluate communication, gross / fine motor, problem solving, personal-social, and social emotional skills using the Ages & Stages (ASQ-3)
Staff AND Family: Policy stating that all EHS children will receive the following screenings within 45 days of enrollment: ASQ-SE2 & ASQ 3 (developmental screeners), vision, hearing, and height/weight. They will also receive a dental screening within 90 days of enrollment. ASQs will also be done at a minimum two times a year and more often when there are concerns.	EVALUACIONES DE DESARROLLO Early Head Start asegura que todos los niños ingresando al programa reciban evaluaciones del su desarrollo y estado sensorial y socioemocional. El permiso de los padres/guardianes y el historial de desarrollo del niño se obtienen antes de la evaluación. El procedimiento de evaluación será sensible a los antecedentes culturales y lingüísticos del niño. Este proceso apropiado para el desarrollo puede identificar a los niños que necesitan ser referidos para evaluaciones formales (evaluaciones transdisciplinarias). Muchas evaluaciones se realizan dentro de los 45 días después de la entrada del niño al programa. Miembros entrenados del personal utilizan útiles de detección estandarizadas para evaluar la comunicación, la motricidad gruesa y fina, la resolución de problemas, las habilidades personales, sociales y socioemocionales mediante el Cuestionario de Edades y Etapas (ASQ-3) para las evaluaciones de desarrollo y Edades y Etapas (ASQ-SE2) para evaluaciones socioemocionales. Los ASQ se realizarán como mínimo dos veces al año después de la evaluación inicial y con más frecuencia cuando haya inquietudes. Exámenes adicionales ofrecidos para los niños de Early Head Start dentro de los 45 días de la inscripción incluyen visión, audición, altura/peso. Se ofrecerá un examen dental dentro de los 90 días después de su inscripción.

	الفحوصات التنموية يَضمن برنامج Early Head Start أن يتلقى جميع الأطفال الذين يدخلون البرنامج فحصًا تنمويًا ومعنويًا واجتماعيًا أو عاطفيًا. ونَحصل على إذن أحد أولياء الأمور أو الأوصياء وتاريخ تنمية الطفل قبل الفحص. وستكون عملية الفحص حساسة فيما يتعلق بخلفية الطفل الثقافية واللغوية. وقد تُحدد هذه العملية التنموية المناسبة الطفل الذي بحاجة إلى تقييمات رسمية (التقييمات من عدة أوجه). وتُجرى العديد من الفحوصات خلال 45 يومًا من دخول الطفل في البرنامج. ويستخدم الموظفون المدربون أدوات فحص مُوحدة من أجل تقييم التواصل، والحركة الإجمالية أو الدقيقة، وحل المشكلات، والمهارات الشخصية الاجتماعية، والعاطفية الاجتماعية باستخدام استبيانات مراحل التطور العمرية (ASQ-3) وهو استبيان للفحوصات التنموية والأعمار، واستبيانات الأعمار والمراحل: العاطفية الاجتماعية (ASQ-SE2) للفحوصات الاجتماعية أو العاطفية. وستُجرى هذه الاستبيانات مرتين على مدار العام بعد الفحص الأول، وأكثر من ذلك إذا وجدت بعض المخاوف. Early Head: Startوتتضمن الفحوصات الإضافية المقدمة للأطفال ببرنامج فحوصات الرؤية، والسمع، والطول أو الوزن خلال 45 يومًا من التسجيل. وسيتوفر فحص للأسنان خلال 90 يومًا من التسجيل.
<u>Staff AND Family:</u> Policy stating that the program sustains continuity of care with Early Head Start children in EHS assigned classrooms.	CONTINUITY OF CARE Continuity of care is the practice of keeping a group of young children and their teaching team together over a period of multiple years, which promotes the formation of trusting relationships, secure attachments, and long-lasting bonds. Along with providing each child with a primary caregiver, Children's Center implements staffing patterns that demonstrate a commitment to providing continuity of care.
	CONTINUIDAD DE CUIDADO La continuidad del cuidado es la práctica de mantener juntos a un grupo de niños pequeños y su equipo de enseñanza durante un período de varios años, lo que promueve la formación de relaciones de confianza, apegos seguros y lazos duraderos. Además de darle a cada niño un cuidador principal, Children's Center implementa patrones de personal que demuestran el compromiso de brindar continuidad en su cuidado.
	استمرارية الرعاية استمرارية الرعاية هي ممارسة الاحتفاظ بمجموعة من الأطفال الصغار وفريق التدريس الخاص بهم معًا لعدة سنوات؛ مما يعزز تكوين علاقات قائمة على الثقة، والارتباط الآمن، وذلك جنبًا إلى جنب مع تزويد كل طفل بمقدم رعاية أساسي، والروابط طويلة الأمد. مع تَطبيق أنماط التوظيف التي تُظهر الالتزام بتوفير استمرارية الرعاية.

Staff: Policy stating that programs use a research-based curriculum that is developmentally appropriate for infants and toddlers. Family optional	RESEARCH BASED CURRICULUM Children's Center, in partnership with Early Head Start, utilizes the "Creative Curriculum for Infants, Toddlers and Two's". The Creative Curriculum offers choices and encourages flexibility for both children and teachers. All components are research-based and supported by Early Childhood theorists. Children's Center staff will observe each child to learn about their interests, abilities and how they learn. The focus is on creating a social, emotional and intellectual climate that lets children build relationships that support their exploration. - Social and Emotional: Teachers will respond to children's needs. Children will begin to hear the words that describe feelings; happy, sad, etc. Teachers will help children to begin friendships, solve problems, and try new things. - Cognitive: Children become confident learners by trying out their own ideas and experiencing success. The interests of children will help us decide what activities will be available, to help them become motivated learners. - Literacy: Stories and books will be available to children. Reading to a young child, (including pre-natal) encourages them to enjoy quiet time. By reading and talking about the pictures children begin to grow vocabulary and understand words and that putting words together has meaning. This will help children to develop a love of reading for later in life. - Language: By listening to talking and singing, children begin to develop skills in listening and using words. Children will learn in their primary home language, although English will be spoken in all classrooms. - Physical Health and Development: Children grow in their ability to control their muscles through activities like scooting, rolling, crawling, walking, kicking, throwing and running. Children learn about taking care of their bodies by brushing teeth, blowing their noses, washing their hands, and using the restroom

	CURRÍCULO BASADO EN INVESTIGACIÓN Children's Center, en asociación con Early Head Start, utiliza el "Creative Curriculum for Infants, Toddlers and Two's" (Currículo Creativo para bebés, niños pequeños y de dos años). El currículo ofrece opciones y fomenta la flexibilidad ambos para los niños y los maestros. Todos los componentes están basados en investigaciones y respaldados por teóricos de la primera infancia. El personal de Children's Center observará a cada niño para conocer sus intereses, habilidades y cómo aprenden. El enfoque está en crear un clima social, emocional e intelectual que permita a los niños a construir relaciones que apoyen su exploración. - Social y Emocional: Los maestros responderán a las necesidades de los niños. Los niños empezarán a escuchar las palabras que describen los sentimientos; feliz, triste, etc. Los maestros ayudarán a los niños a formar amistades, resolver problemas y probar cosas nuevas. - Cognitivo: los niños se vuelven aprendices confiados al probar sus propias ideas y experimentar el éxito. Los intereses de los niños nos ayudarán a decidir qué actividades estarán disponibles, para ayudarlos a convertirse en estudiantes motivados. - Alfabetización/Lectura: Cuentos y libros estarán disponibles para los niños. Leerle a un niño pequeño (incluido el prenatal) los alienta a disfrutar del tiempo de tranquilidad. Al leer y hablar sobre las imágenes, los niños comienzan a desarrollar su vocabulario y comprender las palabras, y el significado de juntar palabras. Esto ayudará a los niños a desarrollar un amor por la lectura para más adelante en la vida. - Lenguaje: Al escuchar hablar y cantar, los niños comienzan a desarrollar habilidades para escuchar y usar palabras. Los niños aprenderán en su lengua materna principal, aunque se hablará inglés en todos los salones. - Salud física y desarrollo: Los niños crecen en su capacidad de controlar sus músculos a través de actividades como deslizarse, rodar, gatear, caminar, patear, lanzar y correr. Los niños aprenden a cuidar su cuerpo cepillándose los dientes, sonándose la nariz, lavándose las manos y usando el baño.

	المنهج القائم على البحث _____، يُستخدم "المنهج الإبداعي للرضع، والأطفال الصغار، وكلاهما" بالاشتراك مع برنامج Early Head Start. ويوفر المنهج الإبداعي الفُرص، ويُشجع على المرونة سواءً للأطفال، أو المُعلمين. وتُعد كل هذه العناصر مبنية على أبحاث ومدعومة من واضعّي نظريات في الطفولة المُبكرة. _____ سَيُلاحظ الفريق كل طفل ليعرفوا المزيد عن اهتماماته، وقدراته، وكيفية تعلمه. ويَنصب التركيز على خلق مناخ اجتماعي، وعاطفي، وفكري يوفر للأطفال بناء علاقات تدعم استكشافهم. - الجانب الاجتماعي والعاطفي: سيستجيب المُعلمون لاحتياجات الأطفال. وسيشرع الأطفال في سماع الكلمات التي تصف المشاعر، مثل: سعيد، حزين، وغيره. كما سيساعد المُعلمون الأطفال على بدء صداقات وحل المشكلات وتجربة أشياء جديدة. - الإدراك: يصبح الأطفال مُتعلمين واثقين من أنفسهم من خلال تجربة أفكارهم وتجربة النجاح. وستساعدنا اهتمامات الأطفال في تحديد الأنشطة التي ستتوفر؛ من أجل مساعدتهم في أن يصبحوا مُتعلمين مُتحمسين. - معرفة القراءة والكتابة: ستتوفر القصص والكتب للأطفال. حيث تُشجع القراءة الطفل الصغير على الاستمتاع بوقت هادئ (بما في ذلك ما قبل الولادة). ويبدأ الأطفال في تنمية المفردات وفهم الكلمات وأن وضع الكلمات إلى جانب بعضها يدل على معنى، وذلك من خلال القراءة والحديث عن الصور. وسيُساعد هذا الأطفال على تطوير حب القراءة في حياتهم المُقبلة. - اللغة: يشرع الأطفال في تطوير مهارات الاستماع واستخدام المفردات، بالاستماع، والتحدث، والغناء. وسيتعلم الأطفال كأولوية لهم لغتهم الأم، على الرغم من أن الحديث سيكون بالإنجليزية في كل الفصول الدراسية. ينمو الأطفال ولديهم القدرة على التحكم في عضلاتهم من الصحة الجسدية والتطوير خلال أنشطة، مثل: الإسراع، والدحرجة، والزحف، والمشي، ويتعلم الأطفال كيفية الحفاظ على أجسادهم من خلال والركل، والرمي، والجري. تنظيف أسنانهم بالفرشاة، وتنظيف مخاط أنوفهم، وغسيل أيديهم، والذهاب إلى دورة المياه
Staff: Policy stating that the program conducts ongoing assessments on EHS children to individualize the instruction and learning for each child and that My Teaching Strategies is one tool used to assess children.	ONGOING ASSESSMENT Children's Center, in partnership with EHS, will implement an ongoing assessment process by collecting child-level assessment data using valid and reliable assessments to determine each child's status and progress, My Teaching Strategies will be used to perform these assessments. Children's Center will conduct ongoing assessment on EHS children to individualize the instruction and learning for each child. These structured observations by staff will include anecdotal notes, objective data forms, parental input through family contacts, photographs, and videos. Teachers will share the written results of the GOLD Developmental Assessment with the child's parent(s) or guardian two times per year at parent-teacher conferences, and the teacher together with the parent(s) or guardian(s) will set developmental goals for the child based on the assessment results. At any time, if the results indicate any area(s) of possible concern, staff will meet with parents / guardians to make recommendations, including referral for in-depth evaluation if indicated.

	EVALUACIÓN CONTINUA Children's Center, en asociación con EHS, implementará un proceso de evaluación continuo mediante la recopilación de datos de evaluación a nivel del niño utilizando evaluaciones válidas y confiables para determinar el estado y el progreso de cada niño. "My Teaching Strategies" (Mis estrategias de enseñanza) se utilizará para realizar estas evaluaciones. Children's Center conducirá una evaluación continua de los niños de EHS para individualizar la instrucción y el aprendizaje de cada niño. Estas observaciones estructuradas por parte del personal incluirán notas anecdóticas, formularios de datos objetivos, aportes de los padres a través de contactos familiares, fotografías y videos. Los maestros compartirán los resultados escritos de la Evaluación de Desarrollo GOLD con los padres o guardianes del niño dos veces al año en conferencias de padres y maestros, y el maestro junto con los padres o guardianes establecerán metas de desarrollo para el niño en base a los resultados de la evaluación. En cualquier momento, si los resultados indican cualquier área de posible preocupación, el personal se reunirá con los padres/guardianes para hacer recomendaciones, incluyendo un referido para a evaluación a profundidad, si se indica.
	التقييم المُستمر _____ سنطبق، بالشراكة مع قسم البيئة، والصحة، والسلامة، تقييمًا مستمرًا من خلال جمع بيانات تقييم مستوى الطفل باستخدام تقييمات صحيحة وموثوقة من اجل تحديد حالة كل طفل وتقدمه، وستُستخدم استراتيجيات التدريس الخاصة بي لإجراء هذه التقييمات. _____ سيُجري تقييمًا مستمرًا لأطفال برنامج قسم البيئة، والصحة، والسلامة؛ من أجل إضفاء الطابع الفردي على التعليمات والتعلم لكل طفل. ستشمل ملاحظات الموظفين المنظمة ملاحظات قصصية، ونماذج بيانات موضوعية، ومساهمة أبوية من خلال التواصل العائلي، والصور الفوتوغرافية، ومقاطع الفيديو.) المكتوب مع ولي الأمر GOLDوسيشارك المعلمون نتائج التقييم التنموي الذهبي ((أولياء الأمور) أو الوصي مرتين سنويًا في مؤتمرات أولياء الأمور، وسيحدد المعلم مع ولي الأمر (أولياء الأمور) أو الوصي (الأوصياء) أهداف الطفل التنموية بناءً على نتائج إذا أشارت النتائج في أي وقت إلى أي مجال (مجالات) مثير للقلق، فسيجتمع التقييم. الموظفون مع أولياء الأمور أو الأوصياء من أجل تقديم توصيات، بما في ذلك الإحالة إلى التقييم المتعمق إذا تمت الإشارة إلى ذلك.

Health Program Services	1302.40-1302.47
Staff AND Family: Policy stating the program is a part of CACFP, program designs and how you deliver nutritional services that are culturally and developmentally appropriate, meet the needs of children, and accommodate the feeding requirements of each child. Also includes the times the meals are served.	MEALS We serve nutritionally balanced, attractive, highest quality food each day by participating in the Child and Adult Care Food Program (CACFP) and deliver nutritious meals in accordance with USDA guidelines at no extra charge to the parents. A weekly menu is available at the front door under parent / guardian info. All meals are served family style, and children are encouraged to eat all foods offered. We do our best to offer a wide variety of age-appropriate foods from the cultures of our families. If a child requires a special diet, we ask that you provide a doctor's note or letter from a clergyperson, and we will do our best to accommodate your child. All children will be served meals if they are present during the scheduled mealtimes. If they miss a scheduled mealtime, then it is the parent's responsibility to ensure the child has eaten prior to arriving. Our staff members model eating a variety of foods offered with the children. Our meal and snack schedule are as follows: Breakfast: 7:00 am-8:00 am Lunch: 11:30 am-12:30 pm Afternoon Snack: 3:00 pm-4:00 pm
	COMIDAS Servimos alimentos nutricionalmente balanceados, atractivos y de la más alta calidad todos los días al participar en el Programa de Alimentos para el Cuidado de Niños y Adultos (CACFP) y entregamos comidas nutritivas de acuerdo con las reglas del USDA sin cargo adicional para los padres. Hay un menú semanal disponible en la puerta de entrada bajo la información para padres/guardianes. Todas las comidas se sirven al estilo familiar y se anima a los niños a comer todos los alimentos que se ofrecen. Hacemos todo lo posible para ofrecer una variedad amplia de alimentos apropiados para la edad de las culturas de nuestras familias. Si un niño requiere una dieta especial, le pedimos que provea una nota del médico o una carta de un clérigo y haremos todo lo posible para acomodar a su hijo. A todos los niños se les servirán comidas si están presentes durante las horas de comida programadas. Si no están presentes durante una hora de comida programada, es responsabilidad de los padres asegurarse de que el niño haya comido antes de llegar. Los miembros de nuestro personal modelan comiendo una variedad de alimentos ofrecidos con los niños. Nuestro horario de comidas y meriendas es el siguiente: Desayuno: 7:00 am-8:00 am Almuerzo: 11:30 am-12:30 pm Merienda: 3:00 pm-4:00 pm

	الوجبات نقدم طعامًا متوازنًا غذائيًا، ورائعًا، وعالي الجودة يوميًا من خلال المشاركة مع برنامج رعاية أغذية الطفل والبالغين (CACFP) وتقديم وجبات غذائية وفقًا لإرشادات قسم الزراعة بالولايات المتحدة الأمريكية دون رسوم إضافية على الآباء. وتتوفر قائمة اسبوعية عند الباب الأمامي بعلم أولياء الأمور أو الأوصياء. وتُقدم كل الوجبات بالطريقة الأسرية، ويتم تشجيع الأطفال على تناول جميع الأطعمة المقدمة. كما نبذل قصارى جهدنا من أجل تقديم مجموعة أطعمة متنوعة مناسبة للأعمار مُستمدة من ثقافات عائلاتنا. وإذا طلب الطفل نظامًا غذائيًا خاصًا، فإننا نطلب تقديم ملاحظة من الطبيب أو رسالة او من رجل دين وسنفعل ما بوسعنا من أجل مساعدة الطفل. وتُقدم الوجبات لجميع الأطفال الموجودين خلال أوقات الوجبات المقررة. إذا فاتتهم وجبة، فمن مسؤولية الآباء التأكد من أن الطفل قد أكل قبل وصوله. يقوم الموظفون بتناول مجموعة أطعمة متنوعة مع الأطفال. فيما يلي جدول الوجبات الأساسية والخفيفة: الفطور: 7:00 صباحًا-8:00 صباحًا الغذاء: 11:30 صباحًا-12:30 صباحًا وجبة خفيفة بعد الظهر: 03:00 مباحًا-4:00 صباحًا العشاء: مباحًا- صباحًا
<u>Staff AND Family:</u> Policy on receiving and maintaining child immunizations and physicals.	IMMUNIZATION POLICY We are required to have up-to-date records of immunizations on file for the children in our care. Parents / guardians are required to complete the immunization form prior to the child's first day in care. The child will not be accepted into childcare until this form is complete. Please notify us of any new immunization your child may receive so we may keep their records up to date. If you choose not to immunize your child due to a religious belief or a medical condition, there is a separate exemption form that needs to be completed. Non-medical Exemption – Parents / guardians of students in preschool or childcare must file non-medical exemptions at 2, 4, 6, 12 and 18 months of age. These exemptions expire when the next vaccines are due or when the child enrolls in kindergarten. Parents of students in grades K-12 claiming a non-medical exemption must file one annually. These exemptions expire on June 30 each year. Medical Exemption - Students with a complete medical exemption form (signed by a medical doctor, Doctor of Osteopathic Medicine, advanced practice nurse or delegated physician's assistant) need to file this form only once unless the student's information or school changes.

	HEALTH APPRAISAL (WELL CHILD CHECKS) A Health Appraisal record of your child's physical exam must be submitted before a child attends. The parent / guardian must provide a current Health Appraisal Form, signed by the child's physician. Health information includes any known allergies, medication being taken and side effects, special diets required, and chronic health conditions. The statement of the child's current health status must be signed and dated by a health care provider who has seen the child within the last twelve (12) months, or within the last six (6) months for children under 2-1/2 years of age. Within thirty (30) days following the expiration date, the parent or guardian of each child must submit a statement of the child's current health status or written verification of a scheduled appointment with a health care practitioner. The statement must include when the next visit is required according to the AAP guidelines or date noted by the health care provider. All health statements must be kept at the licensed childcare facility.

NORMA DE INMUNIZACIÓN

Se nos requiere que tengamos registros actualizados de vacunas en el archivo de los niños bajo nuestro cuidado. Se requiere que los padres/guardianes completen el formulario de vacunación antes del primer día de cuidado del niño. El niño no será aceptado en el cuidado infantil hasta que este formulario esté completo. Por favor notifíquenos de cualquier vacuna nueva que su hijo pueda recibir para que podamos mantener sus registros actualizados. Si elige no vacunar a su hijo debido a una creencia religiosa o una condición médica, hay un formulario de exención por separado que debe completarse. Exención no médica: los padres/guardianes de estudiantes en preescolar o guardería tienen que presentar exenciones no médicas a los 2, 4, 6, 12 y 18 meses de edad. Estas exenciones vencen cuando vencen las próximas vacunas o cuando el niño se inscribe en el kindergarten. Los padres de estudiantes en los grados K-12 que reclaman una exención no médica deben presentar una anualmente. Estas exenciones vencen el 30 de junio de cada año. Exención médica: los estudiantes con un formulario de exención médica completo (firmado por un médico, un doctor en medicina osteopática, una enfermera de práctica avanzada o un asistente médico delegado) deben presentar este formulario solo una vez, a menos que la información del estudiante o la escuela cambien.

EVALUACIÓN DE SALUD (CHEQUEOS DE SALUD INFANTIL)

Se tiene que presentar un registro de evaluación de la salud del examen físico de su hijo antes de que asista. El padre/guardián debe dar una Forma de evaluación de su salud actual, firmado por el médico del niño. La información de salud incluye alergias conocidas, medicamentos que se toman y posibles efectos secundarios, dietas especiales requeridas y condiciones de salud crónicas. La declaración del estado de salud actual del niño debe estar firmada y fechada por un proveedor de atención médica que haya visto al niño en los últimos doce (12) meses, o en los últimos seis (6) meses para niños menores de 2 ½ años. Dentro de los treinta (30) días siguientes a la fecha de vencimiento, el padre o guardián de cada niño tiene que presentar una declaración del estado de salud actual del niño o una verificación por escrito de una cita programada con un profesional de la salud. La declaración debe incluir cuándo se requiere la próxima visita de acuerdo con las normas de la AAP o la fecha indicada por el proveedor de atención médica. Todas las declaraciones de salud deben mantenerse en el centro de cuidado infantil autorizado.

سياسة التحصين

نطالب أن يكون لدينا سجلات تحصينات محدثة في ملف رعاية الأطفال. ويُطلب من أولياء الأمور أو الأوصياء إكمال نموذج التحصين قبل أول يوم في برنامج رعاية الطفل. ولن يتم القبول في البرنامج حتى يكتمل هذا النموذج. لذللك يرجي إخطارنا بأي تطعيم يتلقاه الطفل حتى نحافظ على تحديث سجلاته.

وإذا اخترت عدم تحصين طفلك بسبب معتقد ديني أو حالة طبية، يوجد نموذج استثنائي منفصل يجب إكماله.

	الإعفاء غير الطبي – يجب على أولياء الأمور أو الأوصياء في مرحلة ما قبل المدرسة أو برنامج رعاية الطفل تقديم إعفاءات غير طبية في عمر 2، و4، و6، و12، و18 شهرًا. وتنتهي هذه الإعفاءات عندما يحين موعد اللقاحات التالية أو عندما يلتحق الطفل برياض الأطفال. ويجب على أولياء أمور الطلاب في K12 المطالِبين بإعفاء غير طبي تقديم طلب واحد سنويًا. وتنتهي صلاحية الإعفاءات في 30 يونيو من كل عام. يحتاج الإعفاء الطبي إلى نموذج إعفاء طبي كامل (موقع من طبيب، أو طبيب عظام، أو ممرضة ممارسة متقدمة أو طبيب مساعد منتدب) ويُقدم هذا النموذج مرة واحدة فقط ما لم تتغير معلومات الطالب أو المدرسة. التقييم الصحي (فحص الأطفال جيدًا) يجب تقديم سجل التقييم الفحص البدني قبل الحضور. ويجب على ولي الأمر أو الوصي تقديم نموذج تقييم صحي حالي، ومُوقّع من قبل طبيب الطفل. ويجب أن تتضمن المعلومات الصحية أي حساسية معروفة، والأدوية والآثار الجانبية المحتملة، والنظام الغذائي الخاص المطلوب، والحالات الصحية المزمنة. ويجب توقيع بيان حالة الطفل الصحية وتأريخه من قبل مقدم الرعاية الصحية الذي قام بالفحص خلال الاثني عشر (12) شهرًا الأخيرة، أو خلال الستة (6) أشهر الأخيرة للأطفال دون سن 2-1/2. ويجب على ولي الأمر أو الوصي تقديم بيان حالة الطفل الصحية أو وثيقة مكتوبة بميعاد محدد مع طبيب كشف صحي في غضون ثلاثين (30) يومًا من تاريخ انتهاء صلاحية التقييم الصحي. ويجب أن يتضمن البيان موعد الزيارة التالية وفقًا لإرشادات الأكاديمية الأمريكية لطب الأطفال (AAP.كما يجب الاحتفاظ) أو التاريخ المشار إليه من مقدم الرعاية الصحية بجميع البيانات الصحية في منشأة رعاية أطفال مرخصة.
Staff: Policy stating that health and safety checks are done indoors and outdoors.	HEALTH AND SAFETY CHECKS Established checklists will help maintain the health of safety of the children at Children's Center. Indoor and outdoor environment checks will be done daily, monthly, weekly, and quarterly to ensure the safety of all children and adults.
	CHEQUEOS DE SALUD Y SEGURIDAD Listas de verificación establecidas ayudarán a mantener la salud y la seguridad de los niños en Children's Center. Chequeos ambientales interiores y exteriores se realizarán diaria, mensual, semanal y trimestralmente para garantizar la seguridad de todos los niños y adultos
	فحوصات الصحة والسلامة ستساعد قوائم المراجعة الموضوعة في الحفاظ على صحة الأطفال _. تُجرى الفحوصات بالداخل والخارج يوميًا، وشهريًا، وأسبوعيًا وفصليًا من أجل ضمان سلامة جميع الأطفال والبالغين.
Staff AND Family: Policy stating that Early Head Start children will practice oral hygiene (toothbrushing) at least one time daily after a meal and that toothbrushes are replaced by the program at least every 90 days.	TOOTH BRUSHING Children's teeth are brushed at least once a day after a meal. Toothbrushes are to be individually labeled and stored so they can air dry and do not touch one another. Toothbrushes will be replaced every three months, or when visibly worn, after cross contamination, and after a child returns to school from an illness. The toothpaste tube is not to touch any toothbrush; staff will put the toothpaste on a small paper cup and then on the brush or have a tube for each child. For children with no teeth yet, a piece of gauze will be used to wipe the child's gums.

	CEPILLADO DE DIENTES Los dientes de los niños se cepillan al menos una vez al día después de una comida. Los cepillos de dientes deben etiquetarse y almacenarse individualmente para que puedan secar al aire libre y no se toquen entre sí. Los cepillos de dientes se reemplazarán cada tres meses, o cuando estén visiblemente desgastados, después de un cruce de contaminación y después de que un niño regrese a la escuela después de una enfermedad. El tubo de pasta de dientes no debe tocar ningún cepillo de dientes; el personal pondrá la pasta de dientes en un vaso de papel pequeño y luego en el cepillo o tendrá un tubo para cada niño. Para los niños que aún no tienen dientes, se usará una gasa para limpiar las encías del niño.
	غسل الأسنان يتم غسل الأسنان مرة واحدة على الأقل يوميًا بعد الوجبة الغذائية. ونضع ملصقات على ويتم فرش الأسنان وتُخزن بشكل فردي لتجفيفها بالهواء وعدم ملامسة بعضها البعض. استبدال فرشاة الأسنان كل ثلاثة أشهر، أو عندما تصبح تالفة، أو إذا لامست سطح ملوّث، ويجب ألا يلمس أنبوب معجون أو بعد عودة الطفل إلى المدرسة إثر إصابته بمرض. الأسنان أي فرشاة أسنان; حيث يضع الموظفون المعجون على كوب ورقي صغير ثم على الفرشاة أو تُخصص أنبوبة لكل طالب. يتم استخدام قطعة من الشاش لتنظيف لثة الأطفال من ليس لديهم أسنان بعد.
Staff: Policy states that Family Style Dining is used for all meals served.	FAMILY-STYLE DINING As a part of family-style meal service and good early childhood education practices, classroom staff are required to sit at tables with the children and eat the same foods being served to the children. Mealtime is to be pleasant and relaxed and used as an opportunity to broaden children's food experience and support the development of cognitive, language and social skills. Family-style meals allow the children to serve themselves. Staff are to consume only child-size portions given that mealtime is a curriculum activity and not intended to provide full adult meals as a fringe benefit to employees. Staff who follow a special diet should discuss with program administrators and find a solution that will work for both parties. This might mean the staff member's diet is followed for the whole group, the staff member models eating only some foods, or the staff member is scheduled on breaks at mealtime. This is a great opportunity for teachers to discuss nutrition and the importance of eating a balanced diet with children.

	COMIDAS ESTILO FAMILIAR Como parte del servicio de comidas al estilo familiar y las buenas prácticas de educación de primera infancia, se requiere que el personal del salón de clases se siente en las mesas con los niños y coma los mismos alimentos que se les sirven a los niños. La hora de la comida debe ser placentera y relajada y utilizarse como una oportunidad para ampliar la experiencia alimentaria de los niños y apoyar el desarrollo de las habilidades cognitivas, de lenguaje y sociales. Las comidas al estilo familiar permiten que los niños se sirvan solos. El personal debe consumir solo porciones de tamaño infantil dado que la hora de la comida es una actividad curricular y no está destinada a dar comidas completas para adultos como un beneficio adicional para los empleados. El personal que sigue una dieta especial debe hablar con los administradores del programa y encontrar una solución que funcione para ambas partes. Esto podría significar que la dieta del miembro del personal se sigue para todo el grupo, el miembro del personal modela comer solo algunos alimentos o el miembro del personal tiene descansos programados a la hora de comer. Esta es una gran oportunidad para que los maestros hablen sobre nutrición y la importancia de llevar una dieta balanceada con los niños.
	تناول الطعام على الطريقة الأسرية يُطالَب المعلمون بتناول الطعام مع الأطفال كجزء من طريقة تناول الوجبات الأسرية ويجب أن يكون وقت الوجبات ممتعًا ومريحًا وكتدريبات مبكرة جيدة لتعليم الأطفال. ويُستخدم كفرصة من أجل توسيع نطاق خبرة الأطفال في الطعام ودعم تطوير المهارات وتساعد طريقة تناول الوجبات الأسرية الأطفال على المعرفية، واللغوية، والاجتماعية. كما يستغرق الموظفون وقت الوجبة المحدد فقط لأن موعد الطعام هو خدمة أنفسهم. نشاط منهجي وليس المقصود منه توفير وجبات البالغين كميزة هامشية للموظفين. ويجب أن يناقش الموظفون المتبعون نظامًا غذائيًا خاصًا مديري البرنامج وإيجاد حل يصلح لكلا الطرفين. وقد يعني هذا اتباع نظام غذائي للموظف اتباعه المجموعة كلها، وقد لا يأكل الموظف إلا بعض الأطعمة، أو أن الموظف قد يكون في استراحة أثناء موعد الطعام. وقد تكون هذه فرصة عظيمة للمعلمين من أجل مناقشة النظام الغذائي وأهمية اتباع وتناول نظام غذائي.
Staff: Policy on safe sleep practices, including ensuring that all sleeping arrangements for children under 18 months of age use firm mattresses or cots, as appropriate, and for children under 12 months, soft bedding materials or toys must not be used.	SAFE SLEEP Per Colorado Rules Regulating Child Care Facilities, all staff caring for children under the age of 1 must complete the Infant Safe Sleep Practices training annually. Staff will ensure safe sleep practices are implemented any time a child under the age of 18 months is sleeping or resting, including: • Providing opportunities for sleep and/or rest • The usage of appropriate and approved sleeping equipment (i.e. cribs, infant futons, cots, etc.) for sleep and/or rest times. • The exclusion of wedges, infant positioners, blankets, toys, bottles, etc. to ensure children under the age of 1 year are alone in the sleeping equipment.

	• Pacifiers only being allowed during sleep time while the child is in the approved sleeping equipment. • Allowing children to sleep in a comfortable temperature with clothing sufficient for warmth but does not result in overheating nor provide any strangulation risk to the child (i.e., bibs, necklaces, hoods, pacifier strings, etc.) • Ensuring children under the age of 1 year are placed on their backs and returned to their backs if the child turns throughout their sleep and/or rest. ○ Children requiring a different sleep position must have a signed and dated statement from their health care professional. ○ Children able to flip from their back to their stomach and their stomach to their back do not have to be returned to their back for sleep and/or rest.
Staff: Policy on Reporting of suspected or known child abuse and neglect, including that staff comply with applicable federal, state, local, and tribal laws	REPORTING OF ABUSE Staff, consultants, contractors, and volunteers are mandatory reporters. If a mandatory reporter suspects child abuse or neglect, they are required by Colorado law to call 844-CO-4-Kids or report the information to a local law enforcement agency. It is your legal responsibility to immediately make an oral report of any suspected child abuse and/or neglect to child protective services. Depending on the incident, you may be asked to follow up immediately with a written report or to contact law enforcement directly. The person who receives your call will instruct you if this is necessary. Reporting suspicions of child abuse and/or neglect to your supervisor does not relieve your responsibility to report, nor does your reporting relieve the institution's responsibility to report.
Staff: A policy for appropriate indoor and outdoor supervision of children at all times.	SUPERVISION Per requirements as an Early Head Start Child Care Partner with Early Learning Ventures, all staff supporting Early Head Start learning environments must complete the Active Supervision: Back to the Basics training annually. Children must be actively supervised at all times during program attendance, indoors and outdoors. Staff will utilize active supervision strategies to ensure children are never left alone or inappropriately supervised, including: • Setting up the environment • Positioning of staff • Scanning and counting • Listening

	• Anticipating children's behavior • Engaging and redirecting • Maintaining proper group sizes and ratios • Maintaining proper attendance logs and sign-in/out sheets • Implementing routine face-to-name counts, including transitions from one environment to another. • Following the program's policy and procedures related to release of children. • Following the program's policy and procedures related to active supervision expectations in the indoor learning environments, outdoor learning environments and play areas, and during transitions.
Staff: A policy for only releasing children to an authorized adult	RELEASE OF CHILDREN Children may only be released to an authorized adult with identification. Refer to family handbook for procedures for families to edit or add authorized pickups.
Staff: policy for COVID mitigation that is evidence-based and developed in consultation with their Health Services Advisory Committee	**COVID-19 Mitigation Policy Sample** To reduce or lower the transmission, infection, and disease severity of SARS-CoV-2 (COVID-19), Children's Center has put the following practices and strategies in place for both program staff and enrolled children. This policy may be updated at any time to align with current needs of the community and public health guidance for COVID-19. 1. Vaccinations a. Staff i.Will adhere to state mandated vaccinations. b. Enrolled Children i.Children will be vaccinated according to their age. Parents will complete vaccinations or waivers. 2. Daily Health Checks a. Will be conducted upon children's arrival. 3. Exclusion for Illness and Readmission to the Program a. Illness Prior to Coming to Care i.Staff and children who exhibit the following symptoms not related to a known chronic condition or have a confirmed exposure to COVID-19 must stay home until symptoms have improved (2.c.).

1. Fever (100.4°F or greater for individuals four (4) months or older)
2. Shortness of breath or difficulty breathing
3. Nausea, vomiting/throwing up.
4. Diarrhea
5. Cough

b. Illness While at the Program
   i. Child will be sent home to recover from illness.
   ii. Child will symptom free for 24 hours
c. Requirements for Readmission to the Program
   i. Testing
      1. Positive Result
         a. Refer to 2.c.iii.
      2. Negative Result and Symptoms Explained by a Specific Illness Other Than COVID-19
         a. Individual may return to the program following exclusion guidelines for that illness.
      3. Negative Result and Symptoms Not Explained by a New Illness or Known Chronic Condition
         a. Individual should stay home until symptoms have been resolved for at least 24 hours without medication.
   ii. Staff and enrolled children may return to the program if:
      1. Symptoms have improved overall for at least 24 hours.
      2. No fever has occurred for at least 24 hours without the use of fever-reducing medication.

4. Environmental Health
   a. Ventilation
      i. Each classroom has electronic ventilation.
   b. Air Purification
      i. Each classroom has an air purifier.
5. Hygiene Practices
   a. Handwashing
      i. Children will wash their hands upon arrival, after toileting/diaper changes, before/after eating, after outside play, and any time necessary.
   b. Cleaning, Sanitizing, and Disinfecting
      i. Occurs daily throughout the program.
6. Masking

	a. Individuals are required to wear a protective face mask for at least five (5) days upon returning to normal activities. As individuals may still be able to spread the virus even if they are feeling better, we require a mask to be worn in case the individual is still contagious. b. Children under the age of two (2) years old will not be expected to wear a protective face mask. Children's Center will enforce the following procedure if there is one (1) or more confirmed cases of COVID-19 at the program. 1. Communication Plan a. Staff i. Is done through the ELV app. b. Families i. Is done through the ELV app. 2. Reporting to Local and/or State Public Health Authorities a. 3. Closing and Reopening Procedures a. Closing and Reopening will occur with guidance from the Nurse Consultant and the Health Department.

Services for Children with Disabilities	1302.60-1302.63
Staff AND Family: Policy stating (and process) how program coordinates with agencies that are responsible for identifying potential developmental delays.	REFERRAL PROCESS We care about meeting the needs of our families. If a family needs assistance getting connected to service providers for mental health, physical health, educational or developmental screenings, our program is here to help. Please let a staff member know if you believe you or someone you love can benefit from these services and we will help you locate and contact them. During a child assessment, teachers screen for any developmental concerns. Children's Center makes a referral or provides referral information to the family during Parent/Teacher conferences or as appropriate for any child for whom a developmental concern has been identified. Services may be suggested such as but not limited to: Birth up to 3 Years of Age Early Intervention at Children's Center 3 up to 5 Years of Age Child Find Schools District Child Find School Dist.970-867-2998 Birth up to 21 Years of Age HCP for Children and Youth with Special Health Care Needs: _____
	PROCESO DE REFERIDOS Nos preocupamos por satisfacer las necesidades de nuestras familias. Si una familia necesita ayuda para conectarse con proveedores de servicios de salud mental, salud física, evaluaciones educativas o de desarrollo, nuestro programa está aquí para ayudar. Infórmele a un miembro del personal si cree que usted o alguien a quien ama puede beneficiarse de estos servicios y lo ayudaremos a encontrarlos y contactarlos. Durante una evaluación del niño, los maestros evalúan para cualquier preocupación de desarrollo. Children's Center hace un referido o da información para un referido a la familia durante las conferencias de padres y maestros o según corresponda para cualquier niño para quien se haya identificado una preocupación de desarrollo. Se pueden sugerir servicios tales como, pero no limitados, a: Desde el nacimiento hasta los 3 años Early Intervención De 3 a 5 años Child Find Child Find del Distrito de Escuelas_ Distrito Escolar 970-867-2998 Desde el nacimiento hasta los 21 años de edad HCP para Niños y Jóvenes con Necesidades Especiales de Salud Médica: _____
	عملية الإحالة

	نهتم بتلبية احتياجات عائلاتنا. إذا احتاجت الأسرة مساعدة في الاتصال بمقدمي خدمات فحوصات الصحة العقلية، أو البدنية، أو التعليمية أو التنموية، فإن برنامجنا هنا لتقديم يد العون. ويرجى إخبار أحد الموظفين إذا أردت أنت أو شخص تحبه استخدام هذه الخدمات وسنساعدك في تحديد الموقع والاتصال به. ويفحص المعلمون الطالب من أي مخاوف تتعلق بالنمو أثناء التقييم. حيث يقوم بالإحالة أو يقدم معلومات إحالة إلى الأسرة أثناء اجتماعات أولياء الأمر مع المعلم أو حسب الاقتضاء لأي طفل لديه مشكلة. ويمكن اقتراح خدمات وهي على سبيل المثال لا الحصر: برنامج التدخل المبكر (AEI) حتى عمر ثلاث سنوات _____(Child Find) من عمر 3 سنوات إلى 5 سنوات_____ برنامج العثور على الطفل في منطقة المدارس_____ منطقة المدارس. (رقم الهاتف) برنامج الرعاية الصحية للأطفال والشباب ذوي احتياجات رعاية صحية خاصة حتى سن 21 سنة: _____
Staff AND Family: Policy for trans-disciplinary approaches to assess needs, develop common goals and implement a single, cross-disciplinary plan for each identified EHS child and family.	APPROACH TO INDIVIDUAL PLANS Children's Center will contribute and collaborate in trans-disciplinary community efforts that aid in meeting the outcome or goals of Individualized Family Service Plan (IFSP) or Individual Education Programs (IEP), School Readiness Plans, Individual Learning Plans, or other individual plans if the need arises. We will provide appropriate activities to support the goals a child is working on if we are included in the therapy goals. COMMUNITY RESOURCES A variety of community resources are found throughout the school. A big book of Family Resources is in the Family Resource area to the right as you enter the school. Updated information is located in the book from a multitude of services. Morgan and Morgan County community resources, information about child development and learning, health, mental health, family services, food banks, child nutrition, childcare, respite care, expectant parents, day programs, home health care, medical, dental and hearing, skills training, financial, legal guardianship, low-income housing, vocational and transportation services, and resources for Individualized Education are all included in this resource. Staff must be aware of these resources, so that they can refer parents / guardians to the appropriate community service agencies when asked.

	ENFOQUE A LOS PLANES INDIVIDUALES Children's Center contribuirá y colaborará en los esfuerzos comunitarios transdisciplinarios que ayuden a lograr el resultado o las metas del Plan de Servicio Familiar Individualizado (IFSP) o Programas de Educación Individual (IEP), Planes de Preparación Escolar, Planes de Aprendizaje Individual u otros planes individuales si es necesario surge la necesidad. Proveeremos actividades apropiadas para apoyar las metas en las que está trabajando un niño si estamos incluidos en las metas de la terapia. RECURSOS DE LA COMUNIDAD Una variedad de recursos comunitarios se encuentra en toda la escuela. Una carpeta de Recursos para la Familia se encuentra en la Sala de Recursos para la Familia a la izquierda al entrar a la escuela. En la carpeta se encuentra información actualizada de multitud de servicios. Recursos comunitarios de y, información sobre desarrollo y aprendizaje infantil, salud, salud mental, servicios familiares, bancos de alimentos, nutrición infantil, cuidado infantil, cuidado de relevo, padres futuros, programas diurnos, atención médica en el hogar, dental y auditivo, entrenamiento de destrezas, finanzas, tutela legal, vivienda para personas de bajos ingresos, servicios vocacionales y de transporte, y recursos para la educación individualizada están todos incluidos en este recurso. El personal debe estar al tanto de estos recursos, para poder referir a los padres/guardianes a las agencias de servicios comunitarios correspondientes cuando se les solicite.
	نهج الخطط ال_____سيساهم ويساعد في نقل جهود المجتمع اللازمة في تلبية نتائج أو أهداف خطة خدمة الأسرة الفردية (IFSP) أو برامج التعليم الفردي ((IEP، أو خطط الاستعداد المدرسي، أو خطط التعلم الفردي، أو الخطط الفردية الأخرى إذا دعت الحاجة. وسنوفر الأنشطة المناسبة من أجل دعم الأهداف إذا تم إدراجنا في أهداف العلاج. موارد المجتمع حيث يوجد كتاب توجد مجموعة متنوعة من موارد المجتمع في جميع أنحاء المدرسة. كبير عن موارد الأسرة في غرفة موارد الأسرة على اليسار عند دخولك المدرسة. {الدولة} وتوجد في الكتاب معلومات محدثة في الكتاب تشكل العديد من الخدمات و{منطقة المدارس المحلية} إن موارد المجتمع، ومعلومات نمو وتعلم الطفل، وحالته الصحية، والصحة العقلية، وخدمات الأسرة، وبنوك الغذاء، وتغذية ورعاية الطفل، والرعاية المؤقتة، والأمهات الحوامل، والبرامج النهارية، والرعاية الصحية المنزلية، وطب الأسنان وطب السمع، وتدريب المهارات، والإشراف المالي والقانوني، والإسكان الفردي، مُدرجة كلها في هذا منخفض الدخل، والخدمات المهنية والنقل، وموارد التعليم ويجب أن يكون الموظف على دراية بكل هذه الموارد، حتى يتمكن من توجيه المصدر. أولياء الأمور أو الأوصياء إلى مؤسسات خدمات المجتمع المناسبة.

Transition Services	1302.70-1302.72
Staff AND Family: Policy to schedule/hold transition meetings with teachers/EHS Specialist/families for children/families 6 months prior to 3rd birthday (Center) 4th birthday (FCCH).	TRANSITION FROM EARLY HEAD START To ensure a seamless transition out of the Early Head Start program, 6 months prior to aging out of EHS a meeting will be held with the teacher, EHS specialist and parents / guardians. The purpose of the Transition Plan is to ensure a smooth transition and find the most appropriate placement for the child. The plan requires active parental or guardian involvement during the planning and transition process for continuity of services for parents and children between different program settings. To successfully transition, children may move from Early Head Start to a Head Start Program, or a District Preschool Program, or child may stay with the program until enrolling in kindergarten.
	TRANSICIÓN DE EARLY HEAD START Para garantizar una transición fluida fuera del programa Early Head Start, 6 meses antes de la edad de vencimiento de EHS se llevará a cabo una reunión con el maestro, el especialista de EHS y los padres/guardianes. El propósito del Plan de Transición es para asegurar una transición sin problemas y encontrar la ubicación más adecuada para el niño. El plan requiere la participación de los padres o guardianes durante el proceso de planificación y transición para la continuidad de los servicios para padres y niños entre diferentes entornos de programas. Para una transición exitosa, los niños pueden pasar de Early Head Start a un Programa Head Start, o un Programa Preescolar del Distrito, o el niño puede quedarse con té programa hasta que se inscriba en el kindergarten.
	Early Head Start الانتقال من سيُعقد اجتماع مع المعلم، وأخصائي البيئة، والصحة، والسلامة، وأولياء الأمور أو الأوصياء من أجل ضمان الانتقال السلس من برنامج Early Head Start ، وسيكون قبلها بمدة ستة أشهر. والغرض من الخطة الانتقالية هو ضمان الانتقال السلس والعثور على أنسب مكان للطفل. وتتطلب الخطة مشاركة فعالة من أولياء الأمور أو الأوصياء أثناء عملية التخطيط والانتقال من أجل استمرارية خدمات أولياء الأمور والأطفال بين إعدادات البرامج المختلفة. وقد ينتقل الأطفال من Early Head Start إلى برنامج ما قبل المدرسة، أو قد يبقى الطفل معحتى يتم تسجيله في Head Start ، أو برنامج رياض الأطفال

Program Management & Quality Improvement	1302.100-1302.103
STAFF AND FAMILY: Policy introducing Early Head Start	Children's Center is an Early Head Start Child Care Partner of Early Learning Ventures (ELV). As an Early Head Start partner of ELV, we are required to follow Head Start Program Performance Standards. You may receive communications about or become aware of additional procedures or policies related to our implementation of these.

	Children's Center es un Socio de Cuidado Infantil de Early Head Start de Early Learning Ventures (ELV). Como socio de Early Head Start de ELV, estamos obligados a seguir las Normas de Desempeño del Programa de Head Start. Es posible que reciba comunicaciones o se entere de procedimientos o normas adicionales relacionados con nuestra implementación de estos.
	و شريك في برنامج Early Head Start لرعاية الطفل فيما يتعلق ببرنامج مشروع التعلم المبكر. ونطلب إتباع معايير أداء برنامج Head Start بصفتنا شريكًا لبرنامج مشروع التعلم المبكر. وقد تتلقى اتصالات أو تصبح على دراية بالإجراءات أو السياسات الإضافية المتعلقة بتنفيذنا لهذه الإجراءات أو السياسات.
Staff AND Family: Policy that Handbook reviewed twice a year.	HANDBOOKS AND POLICY UPDATES We update handbooks semi-annually to reflect changes to laws and regulations. Families and Staff will be made aware of handbook updates through review during staff meetings and / or email notifications and may be asked to verify with acknowledgement form.
	MANUALES Y ACTUALIZACIONES DE NORMAS Actualizamos los manuales semi-anualmente para reflejar los cambios en leyes y reglamentos. Las familias y el personal estarán al tanto de las actualizaciones del manual a través de la revisión durante las reuniones del personal y / o notificaciones por correo electrónico y se les puede pedir que verifiquen con un formulario de reconocimiento.
	تحديث الكتيبات والسياسات نقوم بتحديث الكتيبات في منتصف السنة لنعكس التغييرات على القوانين واللوائح. وسيتم إعلام العائلات والموظفين بتحديثات الكتيب من خلال المراجعة خلال اجتماعات الموظفين و/ أو عبر البريد الإلكتروني وقد يُطلب منهم التحقق باستخدام نموذج الإقرار.
Staff AND Family: Policy that Child Care Provider will supply all diapers, wipes and formula for Early Head Start enrolled child during hours of operation.	DIAPERS, WIPES, AND FORMULA As an Early Head Start partner, we will be responsible for providing diapers, formulas, and wipes for Early Head Start enrolled children during care.
	PAÑALES, TOALLITAS Y FÓRMULA Como socio de Early Head Start, seremos responsables de proveer pañales, fórmulas y toallitas húmedas para los niños inscritos en Early Head Start durante el cuidado.
	الحفاضات، والمناديل، والتركيبة ، سنكون مسؤولين عن توفير الحفاضات، Early Head Startبصفتنا شريك لبرنامج أثناء فترة Early Head Startوالتراكيب، والمناديل للأطفال المسجلين في برنامج الرعاية.
Family: Statement of cost of childcare.	TUITION AND COST OF CARE For private pay families, weekly tuition is $250 per child. For children on CCAP, parental fees are determined through the local CCAP authority. Any changes will be communicated one month in advance, through email. Our site provides high quality Early Head Start services at an approximate cost of $250 per child weekly.

	MATRÍCULA Y COSTO DEL CUIDADO Para familias de pago privado, la matrícula semanal es de por niño. Para los niños en CCAP, las tarifas de los padres se determinan a través de la autoridad local de CCAP. Cualquier cambio se comunicará con cuánto de antemano, a través de correo electrónico. Nuestro sitio brinda servicios de Early Head Start de alta calidad a un costo aproximado de por niño por semana.
	تكلفة رسوم الدراسة والرعاية تبلغ الرسوم الأسبوعيلكل طفل. ويتم تحديد الرسوم من خلال برنامج مساعدة رعاية الطفل. وسيتم الإبلاغ عن أي تغييرات مدتها في وقت سابق عبر البريد الإلكتروني. يوفر العالية الجودة بتكلفة تقريبية _____ Early Head startالموقع الخدمات لبرنامج اسبوعيًا لكل طفل.
Staff: Policy on how staff are made aware and acknowledge the ELV Service Plans/Head Start Performance Standards.	EARLY HEAD START FAMILIARITY All Early Head Start Staff will be required to meet with their ELV Specialist to review Early Head Start Service Plans, and to be familiar with Head Start Performance Standards. A mutually convenient time will be established between ELV Specialist, Teacher, and Director.
	FAMILIARIDAD CON EARLY HEAD START Todo el personal de Early Head Start tendrá que reunirse con su especialista en ELV para revisar los Planes de Servicio de Early Head Start y familiarizarse con las Normas de Desempeño de Head Start. Se establecerá un horario mutuamente conveniente entre el especialista de ELV, el maestro y el director
	إحاطة Early Head Start الاجتماع مع أخصائي البرنامج Early Head Startسيُطلب من جميع موظفي ، وأن يكونوا على دراية بمعايير Early Head Startلمراجعة خطط خدمة برنامج سيتم تحديد وقت مناسب بين أخصائي برنامج مشروع التعلم .Head Startأداء المبكر، والمعلم، والمدير.
Optional Staff AND Family: Statement on why the program participates in program quality initiatives.	QUALITY OF PROGRAM We believe that quality is a goal to work towards every day. This is why we participate in Early Head Start as well as Colorado Shines. A variety of strict objectives and regulations related to providing a high quality, developmentally appropriate program must be met. These criteria include having a well-qualified and trained staff, low staff-child ratios and group sizes, and a comprehensive curriculum, as well as meeting stringent health and safety standards, all research based and proven to lead to better child and family outcomes. In addition, the program must provide meaningful opportunities for family involvement.

	CALIDAD DEL PROGRAMA Creemos que la calidad es un objetivo por el cual debemos trabajar todos los días. Es por eso que participamos en Early Head Start e igualmente como en Colorado Shines. Se debe cumplir con una variedad de objetivos y reglamentos estrictos relacionados con la provisión de un programa de alta calidad y apropiado para el desarrollo. Estos criterios incluyen tener un personal bien calificado y entrenado, proporciones bajas de personal a niños y tamaños de grupo, y un currículo integral, además de cumplir con estrictos estándares de salud y seguridad, todo basado en investigaciones y probado para conducir a mejores resultados para niños y familias. Además, el programa debe brindar oportunidades significativas para la participación familiar
	جودة البرنامج Early نعتقد أن الجودة هدف يجب العمل من أجله كل يوم. ولهذا السبب نشارك في Head Start بالإضافة إلى Colorado Shines. حيث يجب تنفيذ مجوعة من الأهداف، والقواعد، واللوائح الصارمة المتعلقة لتوفير برنامج عالي الجودة، وملائم وتشمل المعايير وجود موظفين مُدرَبين ومُؤهَلين تأهيلًا جيدًا، صغر حجم تنمويًا. المجاميع الدراسية من حيث الموظفين والأطفال، ومناهج دراسية شاملة، فضلًا عن استيفاء معايير الصحة والسلامة الصارمة، وجميع الأبحاث القائمة والمثبتة لتؤدي إلى ويجب أن يوفر البرنامج فرصًا تهدف إلى إشراك الأسرة. أفضل النتائج الطفل والأسرة.
Optional Staff: Statement introducing staff to the CIP	CONTINUOUS IMPROVEMENT PLAN We also have a continuous improvement plan, which is reviewed regularly to ensure we have a process which ensures that is systemically and intentionally improving services and practices and increasing positive outcomes for children and families. This is generally used by the director with the EHS specialist, but if you are interested in being involved in the Continuous Improvement Plan process, please speak to the ELV specialist or Director. This can be an opportunity to develop leadership skills and take ownership of a program area.
	PLAN DE MEJORAS CONTINUAS También tenemos un plan de mejoras continuas, que se revisa regularmente para asegurar que tengamos un proceso que garantice que Children's Center esté mejorando sistemática- e intencionalmente los servicios y las prácticas y aumentando los resultados positivos para los niños y las familias. Esto generalmente está usado por el director con el especialista de EHS, pero si está interesado en participar en el proceso del Plan de Mejoras Continuas, hable con el especialista de ELV o el director. Esta puede ser una oportunidad para desarrollar habilidades de liderazgo y tomar responsabilidad por un área del programa
	خطة التحسين المستمر لدينا أيضًا خطة تحسين مستمرة، تتم مراجعتها بانتظام من أجل ضمان وجود نهج يضمن أن___ اسم مقدم الخدمة___ يُحسّن الخدمات والممارسات بشكل منهجي منسّق ويُزيد من النتائج الأطفال والأسر الإيجابية. ويُستخدم هذا بشكل عام من قبل المدير مع أخصائي قسم البيئة، والصحة، والسلامة، ولكن إذا كنت مهتمًا بمشاركتك في عملية خطة التحسين المستمر، فيرجى التحدث إلى أخصائي أو مدير برنامج مشروع التعلم المبكر. ويمكن أن تكون هذه فرصتك من أجل تطوير مهارات القيادة وتولي ملكية مجال مخطط.
Staff: A policy to ensure they report, as appropriate, to ELV in order to	**Reporting to Early Learning Ventures**

report to the responsible HHS official immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants, circumstances affecting the financial viability of the program, breaches of personally identifiable information, or program involvement in legal proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by applicable law	As a partner of Early Learning Ventures, we are required to report the following types of occurrences to the assigned Child Care Partnership Specialist and the Early Learning Ventures management team via childcarepartnerships@earlylearningventures.org immediately (within 24 hours) in order for them to report to the Office of Head Start within seven (7) calendar days of the incident occurring: • Any reports regarding agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect or laws governing sex offenders. • Incidents that require classrooms or centers to be closed for any reason. • The agency has received an audit, audit review, investigation or inspection report from the agency's auditor, a state agency, or the cognizant federal audit agency containing a determination that the agency is at risk for ceasing to be in existence. • Any reportable child incidents which include child injuries that require medical treatment, inappropriate discipline, potential and known child abuse and maltreatment by program staff, contractors, consultants, or volunteers, lack of supervision while in care or under the supervision of program staff, and unauthorized release.

Human Services Resources Management	1302.90-1302.94
Staff: Policy stating how program is implementing a staff health and wellness program.	STAFF WELLNESS PROGRAM Our goal for the staff wellness program is to make a positive difference in the lives of our staff and to help them enjoy happier, healthier lives. We support our staff participating in worksite wellness activities. Staff participation in wellness activities is voluntary. We will provide awareness and education by including worksite wellness information in new staff orientation, posting flyers on walls or bulletin boards, sending e-mail correspondence, and occasional events. Emotional wellness: We offer our EHS team access to teletherapy through Docs by Phone and partnerships with mental health consultants in morgan county. We also encourage our team members to be aware of what types of self-care works for them individually and may occasionally offer ideas or opportunities for group reflection. Physical wellness: We offer our EHS team access to telemedicine through Docs by Phone. We also encourage our team to exercise regularly and eat nutritiously and may occasionally offer events like a fitness activity or challenge or a healthy meal.
	PROGRAMA DE BIENESTAR DEL PERSONAL Nuestra meta para el programa de bienestar del personal es hacer una diferencia positiva en la vida de nuestro personal y ayudarlos a disfrutar de una vida más feliz y saludable. Apoyamos a nuestro personal que participa en actividades de bienestar en el lugar de trabajo. La participación del personal en las actividades de bienestar es voluntaria. Brindaremos conciencia y educación al incluir información sobre el bienestar en el lugar de trabajo en la orientación del personal nuevo, colocar folletos en las paredes o tableros de anuncios, enviar correspondencia por correo electrónico y eventos ocasionales. Bienestar emocional: Ofrecemos a nuestro equipo de EHS acceso a teleterapia a través de Docs y Pone y asociaciones con consultores de salud mental en __condado + nombre/información de contacto____. También alentamos a los miembros de nuestro equipo a ser conscientes de qué tipos de autocuidado funcionan para ellos individual y ocasionalmente pueden ofrecer ideas u oportunidades para la reflexión en grupos. Bienestar físico: Ofrecemos a nuestro equipo de EHS acceso a telemedicina a través de Docs y pone. También alentamos a nuestro equipo a hacer ejercicio regularmente y comer de manera nutritiva, y ocasionalmente podemos ofrecer eventos como una actividad física o un reto o una comida saludable

	برنامج صحة الموظفين الهدف من برنامج صحة الموظفين هو صنع فرق إيجابي ويساعد على الاستمتاع بحياة سعيدة وصحية. حيث ندعم الموظفين المشاركين في الأنشطة الصحية في مواقع العمل. وتكون مشاركة تطوعية. وسنوفر الوعي والتثقيف من خلال تضمين المعلومات الصحية في موقع العمل في توجيه الموظفين الجدد، ووضع النشرات على الجدران أو لوحات الإعلانات، ونرسل رسائل البريد الإلكترونية، والأحداث العرضية. الصحة العاطفية: نوفر لفريق قسم البيئة، والصحة، والسلامة وسيلة العلاج عن بعد من خلال مستندات بواسطة الهاتف والتشارك مع مستشاري الصحة العقلية في__الدولة+ الاسم / معلومات جهة الاتصال____. ونشجع أيضًا أعضاء الفريق على أن يكونوا مدركين أنواع الرعاية الذاتية المناسبة لهم بشكل فردي وقد يُقدمون أفكارًا أو فرصًا للتفكير الجماعي في بعض الأحيان. نقدم فريق قسم البيئة، والصحة، والسلامة للتطبيب عن بعد من خلال الصحة البدنية: المستندات بواسطة الهاتف. كما نشجع الفريق على ممارسة الرياضة بانتظام وتناول طعام غذائي، وقد نقدم أحيانًا أحداث مثل نشاطات اللياقة البدنية أو تحديات أو وجبات غذائية
<u>Staff:</u> Policy stating background check process for staff.	BACKGROUND CHECKS All staff are required to submit information regarding any personal criminal history and submit to a background check. Fingerprinting fees will be reimbursed upon presentation of a valid receipt. State law mandates these requirements. All employees will complete a comprehensive background check including: • State and federal criminal history check using the individual's name • State and federal criminal history check using the individual's fingerprints • Child abuse registry check (this may also be known as Trails or Central Registry) • Sex offender registry check • State-based Background Checks for all states where they have resided within the past five (5) years
	VERIFICACIONES DE ANTECEDENTES Todo el personal debe enviar información sobre cualquier historial criminal personal y someterse a una verificación de antecedentes. Las tarifas de toma de huellas dactilares se reembolsarán con la presentación de un recibo válido. La ley estatal exige estos requisitos. Al emplomes completará una verificación exhaustiva de antecedentes que incluye: • Verificación de antecedentes penales estatales y federales utilizando el nombre de la persona • Verificación de antecedentes penales estatales y federales utilizando las huellas digitales de la persona • Comprobación del registro de abuso infantil (esto también puede conocerse como Trails o Registro Central) • Verificación del registro de delincuencia sexual. • Verificaciones de antecedentes estatales para todos los estados en los que han residido en los últimos cinco (5) años
	فحوصات المعلومات الأساسية يُطلب من جميع الموظفين تقديم معلومات تتعلق بأي تاريخ جنائي شخصي وتقديمها للفحص. وسيتم سداد رسوم بصمة الإصبع عند تقديم مخالصة صحيحة حيث يقضي قانون الولاية بهذه المت سيتضمن إكمال فحص شامل للمعلومات الأساسية:

	• فحص التاريخ الجنائي الدُولي والفيدرالي مستخدمًا الاسم • فحص التاريخ الجنائي الدُولي والاتحادي مستخدمًا بصمات الأصابع • فحص سجل إساءة معاملة الأطفال (قد يُعرف هذا أيضًا باسم Trails أو السجل المركزي) • فحص سجل مرتكبي الجرائم الجنسية • فحص الولايات التي كنت تسكنها خلال الخمس (5) سنوات الماضية
Staff: Policy stating Early Head Start teachers must be EHS qualified with a CDA or specific coursework, and that Professional Development Plans must be established within 30 days, completed within a year and then updated yearly.	EDUCATION Teachers in Early Head Start classrooms must meet a minimum of a CDA credential for infants and toddlers or have the following four ECE classes, Introduction to Early Childhood Education, Guidance Strategies for Young Children, Infant and Toddler Theory and Practice, and Introduction to Infant and Toddler Lab Techniques PROFESSIONAL DEVELOPMENT If a teacher in an Early Head Start classroom does not meet the minimum education requirement, Professional Development Plans will be developed within 30 days of hire and completed within the year. They will also be updated yearly for teachers in EHS classrooms. Required Professional Development coursework will be at no cost to the teacher.
	EDUCACIÓN Los maestros en los salones de Early Head Start tienen que cumplir con un mínimo de una credencial CDA para bebés y niños pequeños o tener las siguientes cuatro clases de ECE; Introducción a la Educación de Primera Infancia, Estrategias de Orientación para Niños Pequeños, Teoría y Práctica para Bebés y Niños pequeños e Introducción a las Técnicas de Laboratorio para Bebés y Niños Pequeños DESARROLLO PROFESIONAL Si un maestro en un salón de clases de Early Head Start no cumple con el requisito mínimo de educación, se desarrollarán Planes de Desarrollo Profesional dentro de los 30 días luego a su contratación y se completarán dentro del año. También se actualizarán anualmente para los maestros en los salones de EHS. Los cursos de desarrollo profesional requeridos no tendrán costo para el maestro.
	التعليم يجب على المعلمين في فصول برنامج Early Head Start حصولهم على حد الاعتماد الأدنى من منظمة تطوير الطفل للرضع والأطفال الصغار أو الحصول على أربعة فصول في تعليم مرحلة الطفولة المبكرة ((ECE; مقدمة في برنامج تعليم مرحلة الطفولة المبكرة، واستراتيجيات التوجيه للأطفال الصغار، ونظرية وتطبيق الرضع والأطفال الصغار، ومقدمة في تقنيات مختبر الرضع والأطفال الصغار التطوير المهني إذا لم يستوف المعلم الحد الأدنى من متطلبات التعليم في فصل Early Head Start ، فستُطور خطط التطوير المهني في غضون 30 يومًا من التوظيف وإكمالها خلال العام. كما ستُحدث سنويًا لمعلمي فصول قسم البيئة، والصحة، والسلامة. وستكون الدورات المطلوبة بدون أي تكلفة على المعلم.

Staff: policy that Standards of Conduct apply to staff, consultants and volunteers; ensure they implement positive strategies to support children's well-being and prevent and address challenging behavior; do not maltreat or endanger the health or safety of children; respect and promote the unique identity of each child and family and do not stereotype on any basis; require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifying information about children, families, and other staff members; ensure no child is left alone or unsupervised; and include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct	STANDARDS OF CONDUCT All staff, consultants, contractors, and volunteers and anyone else in contact with children must abide by Children's Center standards of conduct. Staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior; refer to the Classroom Management policy. Staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children. Anyone who comes in contact with children must not: • Use corporal punishment. • Use isolation to discipline a child. • Bind or tie a child to restrict movement or tape a child's mouth. • Use or withhold food as a punishment or reward. • Use toilet learning/training methods that punish, demean, or humiliate a child. • Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child. • Physically abuse a child. • Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family. • Use physical activity or outdoor time as a punishment or reward. • Staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition. Refer to policies around Home Language and Approach to Individual Plans. Staff, consultants, contractors, and volunteers must maintain confidentiality and shall respect the children, families, centers, and Family Child Homes right to privacy, refraining from disclosure of confidential written and verbal information and intrusion. This includes but is not limited to Personally identifiable information (PII) – any information that could identify a specific individual, including but not limited to a child's name, name of a child's family member,

	street address of the child, social security number, or other information that is linked or linkable to the child. No child may be left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care. Failure to follow these Standards of Conduct may lead to disciplinary action up to and including termination of employment / contract / volunteer position. Training will be conducted annually on the Standards of Conduct, and within thirty days of hire for new staff members.

MORGAN COUNTY SCHOOL DISTRICT RE-3
PERSONNEL ACTION REPORT
BOARD MEETING: **AUGUST 18, 2025**

CERTIFIED HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Itzel Mendez	Preschool Teacher	Perm Sub	Sherman Early Childhood Center	08/05/2025
Richard Agan	Counselor	MA-I	Fort Morgan Middle School	08/06/2025

CERTIFIED MOVE FROM CRITICAL SHORTAGE TO 140-DAY SUPPLEMENTAL CONTRACT

NAME	POSITION	LOCATION	EFFECTIVE DATE
Leann Patrick	Teacher	Baker	08/05/2025

CLASSIFIED HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Kaitlyn Hirschfeld	Administrative Assistant	VII-3	Transportation	07/22/2025
Dalmar Caballero	Paraprofessional	V-11	Columbine Elementary School	08/11/2025
Leslie Gonzalez	Paraprofessional	IV-1	Sherman Early Childhood Center	08/11/2025
Sadie McCourt	Paraprofessional	V-1	Columbine Elementary	08/11/2025
Kaylee Brdar	Paraprofessional	V-1	Sherman Early Childhood Center	08/11/2025
Marta Valles	Cook	III-1	Green Acres Elementary	08/11/2025
Elizabeth Manzanares	Cook	III-7	Sherman Early Childhood Center	08/11/2025
Alyssa Van Deursen	Cook	III-1	Fort Morgan Middle School	0811/2025
Kayla Scott	Cook	III-1	Fort Morgan High School	08/12/2025
Felicia Germano	Cook	III-7	Pioneer Elementary	08/12/2025
Madison Krien	Cook	III-1	Fort Morgan Middle School	08/12/2025
Carina Miranda-Gonzalez	Paraprofessional – SPED	V-1	Columbine Elementary	08/11/2025
Brittney Palacios	Cook	III-2	Fort Morgan Middle School	08/11/2025
Tehila Skiles	Cook	III-1	Baker Elementary	08/11/2025
Savanah Hastings	Custodian	III-1	Baker Elementary	08/11/2025
Dallanara Vicente Orona	Paraprofessional	V-1	Sherman Early Childhood Center	08/11/2025
Lorna Telling	Paraprofessional	IV-1	Sherman Early Childhood Center	08/11/2025
Adamarys Zavala Lopez	Paraprofessional - SPED	V-1	Baker Elementary School	08/11/2025

Recommend for Action — *Signature on File*
Assistant Superintendent of Human Resources

Recommend for Action — *Signature on File*
Superintendent of Schools

Madison Stewart-March	Paraprofessional – Affective Needs	V-4	Baker Elementary School	08/19/2025
Irene Martinez	Preschool Licensing Specialist	V-1	Sherman Early Childhood Center	08/19/2025
Elise Howeth	Paraprofessional – SPED	V-2	Fort Morgan Middle School	08/26/2025

STIPEND HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Kathrine Anderson	Assistant Coach Volleyball	4-5	Fort Morgan High School	08/14/2025
Bradley Bartels	Assistant Coach Football	3-1	Fort Morgan High School	08/14/2025
Lance Farmer	Assistant Coach Girls Basketball	4-1	Fort Morgan High School	11/03/2025
Ireland Gaddis	Assistant Coach Cheer	6-1	Fort Morgan High School	08/11/2025
Mackenzie Hanssen	Assistant Coach 8th Grade Volleyball	6-1	Fort Morgan Middle School	08/01/2025
Makenzie Harris	Head Coach Girls Volleyball	2-1	Fort Morgan High School	06/09/2025
Jacob Ortega	Assistant Coach Football	6-1	Fort Morgan Middle School	08/11/2025
Jeff Peterson	Assistant Coach Football	3-4	Fort Morgan High School	08/11/2025
Jonathan Renteria	Assistant Coach Football	6-1	Fort Morgan Middle School	08/11/2025
Taylor Young	Assistant Coach Volleyball	4-1	Fort Morgan High School	08/14/2025
Isahias Zavala	Assistant Coach Boys Soccer	4-1	Fort Morgan High School	08/14/2025

CERTIFIED SUBSTITUTE RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Doug Trevithick	Certified Substitute	District Wide	08/05/2025
Sheri Lemmer	Certified Substitute	District Wide	08/05/2025

CLASSIFIED TERMINATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Reyna Vizcaino	Cook	Fort Morgan Middle School	05/30/2025

CLASSIFIED RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Sylvia Young	Custodian	Baker Elementary	07/31/2025
Alondra Guzman Ibarra	Paraprofessional	Sherman Early Childhood Center	05/30/2025
Amelia Vickers	Paraprofessional	Baker Elementary	05/30/2025
Jamie Strange	Paraprofessional	Green Acres Elementary	05/30/2025
James Carillion	Paraprofessional	Pioneer Elementary	05/30/2025
Aracely Munoz	Preschool Licensing Specialist	Sherman Early Childhood Center	07/30/2025
Mike Romero**	Custodian	Baker Elementary	08/28/2025

**returning as a substitute custodian

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STIPEND RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Merijo Hawkins	Head Coach Girls JV Basketball	Fort Morgan High School	05/30/2025
Andrew Davies	Assistant Coach Football	Fort Morgan High School	05/30/2025
Troy Ocanas	Assistant Coach Football	Fort Morgan Middle School	05/30/2025
Herman Puga	Assistant Coach Soccer	Fort Morgan High School	05/30/2025

Checks Issued

Bank Account: BOC CL **MORGAN CO SCHOOL DISTRICT RE-3**

Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00001000	WCF SELECT INSURANCE COMPANY	JULY 10, 2025 AP CHECK RUN.2	R	W		07/10/2025	07/10/2025	13,262.20
00001001	BANK OF COLORADO (VISA CARD)	JULY 24, 2025 AP CHECK RUN	R	W		07/24/2025	07/24/2025	9,954.15
00001001	BANK OF COLORADO (VISA CARD)	7.24.25 AP CORRECT POST DATE	V	V		07/24/2025	07/24/2025	-9,954.15
00001002	CAPITAL ONE N.A.	JULY 24, 2025 AP CHECK RUN	R	W		07/24/2025	07/24/2025	68.00
00001003	BANK OF COLORADO (VISA CARD)	JULY 24, 2025 AP CHECK RUN-25	R	W		07/24/2025	06/27/2025	9,954.15
00001004	WEX BANK	JULY 31, 2025 AP CHECK RUN-25	R	W		07/31/2025	06/27/2025	5,083.82
00007801	SKYWARD ACCOUNTING DEPT	JULY 10, 2025 AP CHECK RUN	R	R		07/10/2025	07/10/2025	250.00
00007802	CLASSLINK, INC.	JULY 10, 2025 AP CHECK RUN.2	R	R		07/10/2025	07/10/2025	14,080.08
00007803	COMPUTER INFORMATION CONCEPTS	JULY 10, 2025 AP CHECK RUN.2	R	R		07/10/2025	07/10/2025	89,148.00
00007804	ACTIVE INTERNET TECHNOLOGIES LLC.	JULY 10, 2025 AP CHECK RUN.2	R	R		07/10/2025	07/10/2025	14,779.00
00007805	SKYWARD ACCOUNTING DEPT	JULY 10, 2025 AP CHECK RUN.2	R	R		07/10/2025	07/10/2025	68,181.50
00007806	AFFILIATED BENEFITS CONSULTANTS, INC.	JULY 10, 2025 FY24 CHECK RUN	R	R		07/10/2025	06/27/2025	2,424.00
00007807	ALLO COMMUNICATIONS	JULY 10, 2025 FY24 CHECK RUN	R	R		07/10/2025	06/27/2025	2,125.00
00007808	CENTENNIAL BOCES ATTN: PATTI GREENLEE	JULY 10, 2025 FY24 CHECK RUN	R	R		07/10/2025	06/27/2025	8,512.00
00007809	CITY OF FORT MORGAN	JULY 10, 2025 FY24 CHECK RUN	R	R		07/10/2025	06/27/2025	67,418.25
00007810	GILLEM STAFFING - ACCOUNTS RECEIVABLE	JULY 10, 2025 FY24 CHECK RUN	R	R		07/10/2025	06/27/2025	47,162.50
00007811	GREAT COPIER SERVICE	JULY 10, 2025 FY24 CHECK RUN	R	R		07/10/2025	06/27/2025	2,189.81
00007812	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	JULY 10, 2025 FY24 CHECK RUN	R	R		07/10/2025	06/27/2025	1,119.25
00007813	TEC INTEGRATION, INC	JULY 10, 2025 FY24 CHECK RUN	R	R		07/10/2025	06/27/2025	1,777.15

Checks Issued

Bank Account: BOC CL **MORGAN CO SCHOOL DISTRICT RE-3**

Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00007814	UNITED PARCEL SERVICE	JULY 10, 2025 FY24 CHECK RUN	R	R		07/10/2025	06/27/2025	239.56
00007815	AMAZON CAPITAL SERVICES	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	83.16
00007816	CAPITAL ONE N.A.	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	3,329.00
00007817	CASB	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	14,387.00
00007818	CHARTER COMMUNICATIONS	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	1,616.00
00007819	COLORADO DIGITAL LEARNING SOLUTIONS	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	225.00
00007820	LISA MARIE CONTE	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	70.00
00007821	EDUSKILLS, LLC	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	5,720.00
00007822	FRONTLINE TECHNOLOGIES GROUP, LLC	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	32,790.24
00007823	HERTZ FURNITURE SYSTEMS, LLC	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	15,860.44
00007824	ROSA E MERAZ	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	16.80
00007825	ADRIANNA LISA NICKELL	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	242.91
00007826	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	55,797.50
00007827	JULIE STIEWIG	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	419.53
00007828	VIAERO WIRELESS	JULY 17, 2025 AP CHECK RUN	R	R		07/17/2025	07/17/2025	560.90
00007829	RENA D FRASCO	JULY 17, 2025 AP CHECK RUN-25	R	R		07/17/2025	06/27/2025	270.20
00007830	TRACEY MICHELLE HARMON	JULY 17, 2025 AP CHECK RUN-25	R	R		07/17/2025	06/27/2025	156.25
00007831	JAMIE C KOSMAN	JULY 17, 2025 AP CHECK RUN-25	R	R		07/17/2025	06/27/2025	270.20
00007832	JENNIFER GUTIERREZ SAUCEDO	JULY 17, 2025 AP CHECK RUN-25	R	R		07/17/2025	06/27/2025	270.20

Checks Issued

Bank Account: BOC CL **MORGAN CO SCHOOL DISTRICT RE-3**

Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00007833	SALLY DIANE TEMPLETON	JULY 17, 2025 AP CHECK RUN-25	R	R		07/17/2025	06/27/2025	270.20
00007834	VIAERO WIRELESS	JULY 17, 2025 AP CHECK RUN-25	R	R		07/17/2025	06/27/2025	777.61
00007835	CAPITAL ONE	JULY 17, 2025 AP CHECK RUN-25	R	R		07/17/2025	06/27/2025	411.16
00007836	UNIVERSITY OF NORTHER COLORADO FOOTBALL OFFICE	JULY 17, 25 AP CHECK UNC FB	R	R		07/17/2025	07/17/2025	8,520.00
00007837	AMAZON CAPITAL SERVICES	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	153.65
00007838	COLORADO MESA UNIVERSITY	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	5,130.00
00007839	EQUIFAX WORKFORCE SOLUTIONS	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	60.85
00007839	EQUIFAX WORKFORCE SOLUTIONS	7.24.25 AP CORRECT POST DATE	V	V		07/24/2025	07/24/2025	-60.85
00007840	FORT MORGAN ROTARY CLUB	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	213.00
00007841	FRONTLINE TECHNOLOGIES GROUP, LLC	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	19,961.98
00007842	NEWSELA, INC.	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	13,787.55
00007843	NORTHEAST COLO HEALTH DEPT	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	169.00
00007843	NORTHEAST COLO HEALTH DEPT	7.24.25 AP CORRECT POST DATE	V	V		07/24/2025	07/24/2025	-169.00
00007844	PINNACOL ASSURANCE	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	2,238.82
00007845	POWERSCHOOL GROUP LLC	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	13,622.16
00007846	SENERGY PETROLEUM LLC.	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	2,119.48
00007847	TEACHING STRATEGIES, LLC.	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	2,987.50
00007848	WEBSTER BANK - LOAN OPS	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	271,268.06
00007849	XESI XEROGRAPHIC EQUIPMENT SYSTEM, INC.	JULY 24, 2025 AP CHECK RUN	R	R		07/24/2025	07/24/2025	2,210.52

Checks Issued

Bank Account: BOC CL **MORGAN CO SCHOOL DISTRICT RE-3**

Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00007850	EQUIFAX WORKFORCE SOLUTIONS	JULY 24, 2025 AP CHECK RUN-25	R	R		07/24/2025	06/27/2025	60.85
00007851	NORTHEAST COLO HEALTH DEPT	JULY 24, 2025 AP CHECK RUN-25	R	R		07/24/2025	06/27/2025	169.00
00007852	MICHELLE ARALLIO	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	16.25
00007853	SOFIA ARGUELLES	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	20.40
00007854	BLOEDORN LUMBER	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	394.44
00007855	CASH-WA DISTRIBUTING	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	6,420.11
00007856	JACLYN ENFANTE	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	58.30
00007857	ENVIROPEST	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	349.00
00007858	FORT MORGAN ACKLEY ACE LLC	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	329.79
00007859	FLOR GONZALES	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	141.00
00007860	JEFF LAMB	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	6.00
00007861	LUIS MORALES	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	23.65
00007862	KINDRA ORMSBEE	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	15.50
00007863	ERIKA PEREZ	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	13.25
00007864	DOMINICK RODRIGUEZ	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	21.70
00007865	MELISSA RUPPEL	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	33.05
00007866	REBECCA SALVATER	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	9.00
00007867	JOHN SCHNEGELBERGER	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	21.50
00007868	SHAMROCK FOODS COMPANY	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	49,701.42

Checks Issued

Bank Account: BOC CL **MORGAN CO SCHOOL DISTRICT RE-3**

Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00007869	SHIANN SNYDER	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	10.00
00007870	TUNDRA RESTAURANT SUPPLY, LLC	JULY 31, 2025 AP CHECK RUN-25	R	R		07/31/2025	06/27/2025	104.94
00007871	BLOEDORN LUMBER	JULY 31, 2025 AP CHECK RUN	R	R		07/31/2025	07/31/2025	362.57
00007872	CASH-WA DISTRIBUTING	JULY 31, 2025 AP CHECK RUN	R	R		07/31/2025	07/31/2025	8,223.18
00007873	NOREDINK CORP.	JULY 31, 2025 AP CHECK RUN	R	R		07/31/2025	07/31/2025	10,763.35
00007874	RUHL DISTRIBUTING	JULY 31, 2025 AP CHECK RUN	R	R		07/31/2025	07/31/2025	100.00

Grand Totals: 82 Total Checks **900,899.54**

Fort Morgan Middle School

Student Handbook Changes

2025-2026

TO: Rob Sanders and the Board of Education

FROM: Chad Unrein, Principal

DATE: June 17, 2025

RE: Student Handbook

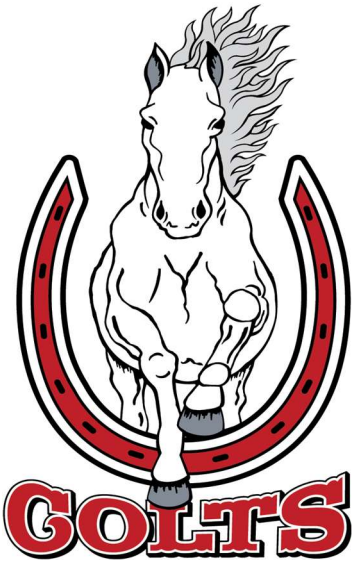
Below is a listing of the changes to our handbook. Please let me know if you have any questions.

Respectfully,

Chad Unrein, Principal

- Cover - Updated school year to 2025-2026.
- Page 8 – The first bell of the day will ring at 7:45 am, add Breakfast opens at 7:00 am daily.
- Page 9 - Updated Dates to Remember
- Page 10 - 12 – Updated Dress Code – Match district dress code
- Page 13 – Updated Electives Classes
    - Removed Drama
- Page 13 - 14– Modified Electronic Devices – Cell Phone policy
    a. Highlighted stored in backpack
    b. Updated consequences for violations:
- Page 14 – Electronic Literature Devices – Remove (outdated)
- Page 17 – Reward/ School Activity Qualifications:
    - Bullet one- added “Including cell phone violations

- Page 21 – MASH to IMASH
    - Added: Students who do not turn in their homework on the due date, will be expected to stay for IMASH. An email will be sent to parents/guardians that day, stating that their student did not turn in their homework, and they will be staying after school to complete the assignment. As soon as the assignment is completed, the students is free to go. Parents have the right to opt their student out of IMASH, by contacting the school.
    - Changed #4 to Supervised lunch~~: bring a sack lunch or money (ticket) to buy lunch.~~
- Page 23 – Student lockers
    - Add – If the school does not have enough lockers for all students, lockers will not be assigned and students will carry backpacks.
    - Updated paragraph to read:
- Page 24 – Tardy to classroom
    - Delete three (3)
    - Replace “loss of locker privileges” with detention
- Page 24 – Tardy to School (Morning Tardy)
    - 2) replace 60 minute detention to 30 minute detention.



Student Handbook

~~2024-2025~~

2025-2026

Fort Morgan Middle School
605 Education Ave.
Ft. Morgan, CO 80701

970-867-8253

FORT MORGAN MIDDLE SCHOOL
PARENT/STUDENT HANDBOOK

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Introduction

This handbook belongs to:

Name_____

Address_____

City_____ Zip Code_____

Phone_____

Mission Statement

MISSION STATEMENT

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

Administrative Protocol

CONVERSATIONS INVOLVING SENSITIVE MATTERS

The administration of Fort Morgan Middle School makes every effort to handle difficult situations appropriately, and to not make any individual feel unnecessarily uncomfortable, un-easy, or awkward.

If a student approaches an Administrator to discuss a topic that the Administrator determines is of a sexual or sensitive nature, that Administrator will conclude the discussion until a second Administrator or Counselor of the same gender as the student is available to be present for the discussion. Administrators will take steps to ensure that such discussions are minimally obtrusive and conducted in accordance with Board policy and applicable law.

Teachers will report any such conversations to building administration immediately.

CRIMINAL INVESTIGATIONS

Under Colorado law, Administrators may be required to report incidents of a criminal nature to the school resource officer.

Advance Program

This program exists as a support program and disciplinary alternative. It is located in the southwest corner of Lincoln School and features a computer-based learning system (Edgenuity), tutors, counselor and teacher. Referrals are made through the FMMS Administration.

Altered Schedule

FMMS believes the best education is one obtained within the academic team area and with student peers, but should a student have excessive compliance issues with FMMS and school district policy, his/her actions may require an altered schedule and in a more restricted environment. If a student is placed on an altered schedule, it may consist of the Advance Program, School within a School, or Homebound Instruction or a combination of these programs. Placing a student on an altered schedule can only occur through an administrative recommendation with input provided from FMMS staff members.

Asbestos Notification

Please see District Policy information on our website - fortmorgank12.com

Attendance

The purpose of this section is to outline parent and student responsibilities relative to Fort Morgan School District Attendance Policy and Procedures and Colorado State Statues.

Every child who has attained the age of six (6) years on or before August 1 of each year and is under the age of seventeen (17) is required to attend public school with such exceptions as provided by law. It is the parents' responsibility to ensure attendance.

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. A "habitually truant" shall be defined as a student of compulsory attendance age who has four total days of unexcused absences 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 a "habitual truant."

***If a child is absent for the day, he/she may not attend school functions for that day unless given permission from school administration.

Attendance Procedures

All absences are to be explained by a note which may be required to excuse the absence. If a note is not given to the office, it will be considered unexcused and potential consequences could be administered, i.e. SSI or Advance Time.

Attendance is the responsibility of the student, the parents, and the school. The importance of regular, daily attendance as a basis for academic achievement cannot be over-emphasized. Absences have a negative effect upon instructional continuity, regardless of the attempts to make up work. The school cannot teach pupils who are not present. The regular contact of the pupils with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital.

The following attendance procedures are established to accomplish the 95% attendance goal.

1. Attendance will be taken in each individual class throughout the day.
2. If students must be absent, the parent/guardian should call the school each day of the absence by 8:00 a.m.
3. Students may be required to bring a note with an explanation of the absence.
4. Students whose absences are at or are approaching unacceptable levels will be contacted by FMMS. Initial notification of a student's high absentee rate is simply intended to inform parents and students of their attendance status. Further absences and additional contacts should be construed as more severe in nature and may require additional documentation for future absences.

Absence Categories

EXCUSED ABSENCE

An excused absence is one deemed legitimate by the school and appropriately excused by the parent/guardian. Examples of excused absences include those caused by the following:

1. Illness or injury accompanied by a doctor's note
2. Court appearance or temporary custody of the court or law enforcement officials through no fault of the student
3. Religious observances
4. Reasons deemed appropriate by the school administration and appropriately excused by the parent/guardian

UNEXCUSED ABSENCES

Examples of unexcused absences include:

1. absences beyond normal or excessive.
2. without approval of the parent/guardian.
3. without pre-approval of the building administrator (only if excessive limits have been reached).
4. with no information pertaining to the absence. This absence is always treated as a truancy or unexcused until it is classified, so long as the matter is handled in a timely manner.
5. without a note or written documentation.
6. not pre-approved in the event of an extended vacation/event during school time.
7. continual or excessive appointments without administrative approval.
8. that occur if a child is absent during the day and attempts to attend an after-school function.

MAKE-UP WORK

Make-up work will be provided if the student is to miss three or more days of school. Parent/guardian and/or student are to contact the school to provide one (1) days' notice for teachers to collect assignments to be picked up in the office. Two days make-up time for each school day missed is the normal amount of time given for make-up work to be returned to teachers.

Alcohol, Tobacco and, Drugs

There is no tolerance for students who either possess or consume alcohol or drugs or possess drug paraphernalia at school, on school grounds, or at school activities. We cooperate with the police in enforcing all state and local laws. Whenever a student violates school and/or district policies relative to alcohol and drug use, expect very serious repercussions. Law enforcement officials will be contacted in any drug possession or use at school.

Students using or in possession of tobacco products or paraphernalia will be suspended and face other possible consequences. Possession and the use of tobacco products is not part of the school curriculum and are illegal for people under the age of 18. Paraphernalia includes (but not limited to) matches, pipes, lighters, hookah pens, e-cigarettes, tobacco storage devices, vape pens, THC edibles, and CBD oil. Law enforcement officials will be contacted in the event of a tobacco possession.

Bad Weather Consideration

Please see District Policy information on our website - fortmorgank12.com

Behavior Expectations

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT (P.B.I.S) PROGRAM

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. More importantly PBIS is NOT a curriculum, intervention, or practice, but IS a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Expectations: **Integrity; Effort; Respect; Responsibility**

Mission Statement: ***I am a person of integrity at Fort Morgan Middle School because I demonstrate effort, respect, and responsibility.***

Breakfast/Lunch Program

Please see District Policy information on our website - fortmorgank12.com

Bullying

FMMS will not tolerate any form of "Bully Behavior". *The textbook definition of bullying is: A person is being bullied or victimized when he/she is exposed repeatedly and over time, to negative actions on the part of one or more persons.* This a partial list of bully behaviors. It is by no means to be a complete list:

1. Shoving or pushing in a way to cause harm or intending to cause harm to others.
2. Name calling, words including vulgar words or racial slurs and others intended to cause harm.
3. Verbal threats, things like: "You watch your back" or "I'll get you after school."
4. Physical abuse, hitting, kicking, punching of people who cannot or will not fight back.
5. Rumor spreading, "messenger behavior" or spreading information to promote conflict and bully behavior.

6. Note writing and slam books, writing statements that are untrue or intended to hurt others and cause conflict.
7. Internet bullying through social media.

Candy and Snacks

Students are not permitted to chew, eat, distribute, candy, sunflower seeds, pop, flavored water, and/or other similar items ***on school grounds***. This is an effort to keep carpets, furniture, lockers, and facilities presentable and clean. Items in possession by students will be confiscated and thrown away by staff. Teachers may permit students to have such items for special classroom activities, but only with preapproval of the Principal.

Change of Address

Students are requested to report a change of address, telephone number, or change of family status to the main office. The office needs to keep an accurate record of each student.

Child Abuse Law

Please see District Policy information on our website - fortmorgank12.com

Children Leaving the Building

When you must leave the campus anytime during school hours, including lunch, you must check out in the attendance office. If you do not check out, whether the absence is excused by your parent/guardian, the absence will not be excused.

Commitments to Excellence

Please see District Policy information on our website - fortmorgank12.com

Community Service/Restitution

Service work within the school is utilized as a disciplinary tool. Students are assigned responsibilities related to building cleanliness or improvement that offer the opportunity to produce a positive result for the student's effort.

Daily Schedule

Classes begin at 7:50 a.m. and are dismissed at 3:50 p.m. daily. The first bell of the day will ring at 7:45 am allowing students into the building and participate in Breakfast After the Bell and transition to class. Breakfast opens at 7:00 daily.

Dates to Remember

Quarter Dates	Progress Report Dates	Report Card Dates	Parent Teacher Conference Dates
1st Quarter: Aug. 12th – Oct. 10th	September 11th	October 13th	October 13th
2nd Quarter: OCT. 14th – Dec. 19th	November 13th	January 8th	
3rd Quarter: Jan. 6th – March 6th	February 5th	March 19th	February 2nd
4th Quarter: Mar. 17th – May 28th	April 23rd	* June 3rd - June 6th	

***Parents must stop in to receive report cards as they will not be mailed to your residence.**

Detention

One of the discipline tools at Fort Morgan Middle School is a detention system. Students may earn detention time for violating school or team rules. Detention is served in the team areas with assigned staff members. Students that ride the bus are allowed 24 hours' notice before serving. Any student failing to serve detention time will have 30 minutes of additional time added to his/her total. Refusal to serve detention time can ultimately lead to the alteration of a student's schedule.

Student Dress Code

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

Minimum requirements: The administration at each school reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or if the student refuses dress-code appropriate clothing.

1) Clothing must cover areas from one armpit across to the other armpit, all shirts must have 1 inch shoulder straps and extend to the top of pants. All clothing must cover all undergarments and private areas.

2) Shoes must be worn at all times and must be safe for the school environment. Slippers shall not be worn, except for school activities approved by the principal.

3) Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.

4) See through, mesh, or undergarments must be worn with appropriate coverage underneath that meets the minimum dress code requirements.

Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that are not allowed:

- Refer to drugs, tobacco, alcohol, or weapons
- Are of a sexual nature
- By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior
- Are obscene, profane, vulgar lewd, or legally libelous
- Threaten the safety or welfare of any person
- Promote any activity prohibited by the student code of conduct
- Otherwise disrupt the teaching-learning environment

Board Policy: File: JICA

Dress Code Infraction Procedure

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

First Offense

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

Second Offense

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

Third Offense

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

Unacceptable Items

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

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length

2. Sunglasses worn inside the building

3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and chest.

4. Tank tops or other similar clothing with narrow straps may be addressed. Schools may set more stringent limits as appropriate.

5. Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:

- *Refer to drugs, tobacco, alcohol, or weapons*
- *Are of a sexual nature*
- *By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior*

Morgan County School District Re-3, Fort Morgan, Colorado Page 3 of 4

- *Are obscene, profane, vulgar, lewd, or legally libelous*
- *Threaten the safety or welfare of any person*
- *Promote any activity prohibited by the student code of conduct*
- *Otherwise disrupt the teaching-learning process*

Graduation Adornments

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

A student may adorn or replace the cap, gown, or stole customarily worn at their school

with traditional objects of tribal regalia and/or objects of cultural or religious significance. Adornments are something worn in addition to, but not replacing, graduation attire, and are not limited to decorating graduation caps. Tribal regalia or objects of cultural or religious significance means formal attire used in recognized practices and traditions of a certain group of people. Adornments cannot include any alphabetical letters other than the student's name or numerals other than the graduating class (e.g. Class of 2022). Other written statements, phrases, or slogans are not permitted.
Students may be required to request permission to wear an adornment in advance, and the District reserves the right to prohibit any adornments that are obscene, defamatory, fraudulent, profane, threatening, inappropriate, or disruptive or violate the dress code in any other manner. If it is determined that the adornment would cause a substantial disruption based on reliable evidence, the student's request may be denied. Students who wear adornments that have not been approved may be required to remove the adornment if the adornment is substantially disruptive.
Exceptions
Appropriate athletic clothing may be worn in physical education classes. Clothing normally worn when participating in school-sponsored extra-curricular or sports activities (such as cheerleading uniforms and the like) may be worn to school when approved by the sponsor or coach.
Building principals, in conjunction with the school accountability committee, may develop and adopt school-specific dress codes that are consistent with this policy.

***Staff and administration will handle additional situations and interpretations on an individual basis.*

Eighth Grade Continuation Ceremony

FMMS believes that one of our primary purposes is to provide the educational skills to guarantee your success at Fort Morgan High School and beyond. Students who are full time students, have at least **a 2.5 Cumulative Grade Point Average**, and have demonstrated acceptable behavior throughout their time at FMMS will be considered to attend an 8th Grade Continuation Ceremony near the end of the academic year. The conclusion of the middle school years warrants a celebration and we, as a school, would like to publicly recognize those deserving students.

Elective Classes

Our middle school continues to offer a wide variety of unified arts classes. When student interest and qualified staff are available, the following classes are offered:

BAND	MODERN BAND
DLI SPANISH (FULL YEAR)	ORCHESTRA

~~DRAMA~~	PHYSICAL EDUCATION
FINANCIAL LITERACY	SPANISH
HEALTH	STEM
HEALTHY CHOICES	STUDENT LEADERSHIP
HUMAN ANATOMY	VISUAL ARTS
INDUSTRIAL TECHNOLOGY	VOCAL MUSIC

Electronic Devices

CELL PHONES / PERSONAL LISTENING DEVICES

~~FMMS understands parents' wishes for their students to carry cell phones. Due to abuse of potential cell phone use during school hours – i.e., text messages during class and tests, listening to music during school hours, pictures taken in locker rooms, etc., FMMS will not allow cell phone or personal listening device use during school hours or at any time during our concerts (band, vocal, etc.) unless it is educational related. ***This means from the first bell of the day until the dismissal bell, all phones must be turned off and placed in student lockers.*** Inability to do so will result in items to be taken and kept in the office. **It is considered a violation of the cell phone policy if a student calls, texts, or messages through social media during school hours.**~~

- ~~First Offense, a parent/guardian must pick up the phone from the office. The phone will be given back to the parent/guardian and only the parent/guardian.~~
- ~~Second Offense, a parent/guardian will be required to meet with school administration to receive the phone and discuss future violations of the school policy.~~
- ~~Third Offense and future offenses: a parent/guardian must pick up the phone from the office. Students will be subject to disciplinary action which can include but not limited to detention, In-School Suspension, or Out-of-School Suspension.~~
- ~~Phones are the responsibility of the student, and FMMS is not responsible for lost or stolen cell phones.~~

To support a focused and uninterrupted learning environment, students are expected to keep their cell phones turned off and stored in their backpacks throughout the school day. **Students who are feeling ill must report to the nurse before contacting their parents. Any student who uses their cell phone to call or text a parent during school hours—regardless of the reason—will be considered in violation of this policy.** All communication during school hours must follow proper school procedures.

Policy Guidelines:

Cell phones must be turned off and stored in backpacks from the **7:45 AM bell until the 3:50 PM bell**.

Phones may not be used in classrooms, hallways, restrooms, or any other area of campus during this time unless given explicit permission by a staff member for educational purposes.

Consequences for Violations:

1. **First Offense:**

   - Student will receive an office referral.
   - Phone will be confiscated and returned only to a parent or guardian.

2. **Second Offense:**

   - Student will receive an office referral**.**
   - Student will serve a 1-hour after-school detention.
   - Phone will be returned to a parent or guardian.

3. **Third Offense:**

   - Student will receive an office referral**.**
   - Student will be assigned In-School Suspension (ISS) for one day.
   - Phone will be returned to a parent or guardian.

4. **Fourth Offense:**

   - Student will receive an office referral.
   - Student will receive a one-day Out-of-School Suspension (OSS).
   - This offense will be classified as a Habitually Disruptive Student, in accordance with Board Policies JK and JK-R.
   - Phone will be returned to a parent or guardian.

WIRELESS EARBUDS / WIRED EARBUDS / HEADPHONES

Earbuds and headphones may be used when deemed appropriate by the teacher for instructional purposes. All other times, the earbuds and headphones are to be treated the same as the cell phone policy above.

~~ELECTRONIC LITERATURE DEVICES~~

~~Electronic literature devices such as Nooks and Kindles will be allowed at FMMS, and the use of the devices will be at the discretion of the teachers. These devices are to be used for educational~~

~~purposes only. The devices are the responsibility of the student, and FMMS is not responsible for lost or stolen items.~~

OTHER ELECTRONIC DEVICES

- Cameras on cell phones capable of taking and transmitting electronic images (photo, etc.) are not to be used on the FMMS campus. Violations of privacy rights using such devices will result in severe consequences and may lead to criminal charges.
- Cameras are not permitted on campus unless given pre-approval by administration.
- Laser pointers are not permitted on campus and will be confiscated.
- Any personal video game will be confiscated and will follow the same procedure as other electronic equipment/phones.

Staff members are to confiscate prohibited equipment. The same process will be followed (as listed above) for repeated infractions of this rule. If an appropriate educational need exists for a student(s) to bring such electronic device to school, the student must receive advance administrative approval. Such devices are easy to lose, damage, or have stolen. **FMMS IS NOT RESPONSIBLE FOR LOST OR STOLEN DEVICES.**

Culturally and Linguistically Diverse (CLD) Programming

Morgan County School District Re-3 serves the needs of many English language learners. All buildings provide the services of an CLD teacher along with support from one or more teacher assistants.

Students may qualify for CLD programming if their Home Language Questionnaire indicates a Primary Home Language Other Than English (PHLOTE). Such students are evaluated using the WIDA ACCESS Placement Test (W-APT) to determine language proficiency. Instructional programming is then designed to support the student's language proficiency level. Instructional services may include "pull-out" support during which time students participate in small group instruction with the CLD teacher. "Structured Immersion" in the regular classroom is another means of serving English Language Learners whose needs are better served in this fashion. All instruction is conducted in English with translation support as needed and appropriate. Depending upon intensity of need, some students receive support from a teacher assistant during content area instruction.

Staff in all buildings is provided information from the CLD teachers outlining each student's language profile and teaching strategies appropriate for English language instruction. Extended learning opportunities are also available at all buildings which may include tutoring; supplemental and intervention instruction throughout the regular day; and/or summer school.

Extra-Curricular Events/Activities

Gifted/Talented	Brain Bowl	Field Trips
SADD Club	Craft Club	Music
Scrapbooking Club	Creative Club	Quarter Rewards
Spanish Spelling Bee	Partnership Programs	Science Fair
Spelling Bee	School Dances	Traditional Sports
	Yearbook	

Extra-Curricular Events/Activities Eligibility Requirements

Interscholastic activity — Any activity that involves a competition with another school(s).
Intramural activity — Any activity that involves only FMMS students.

Interscholastic Eligibility:
The eligibility requirements pertain to only the interscholastic activities provided by the Fort Morgan Middle School. Interscholastic activities are **any** activities which compete or participate with other school(s) that may or may not involve travel. All teachers report students' classroom grades from which a student eligibility report is created. The eligibility status begins on Tuesday and ends on Monday of the following week. Eligibility reports are created every week.

A student who appears on the "F" list two or more times will be ineligible for that week. A participant has one week to improve his/her grades. It is the responsibility of the teacher, coach, sponsor of the activity, parent, and the student to stay current with the eligibility list. (It is not possible for a student to become "eligible" in the middle of the week by handing in late work.)

Reward / School Activity Qualifications:
Students at FMMS can qualify for rewards and extra-curricular activities that are not governed through eligibility criteria (i.e., FMMS athletics). Reward criteria will be based on a quarterly basis and may have a shorter time as set by individual academic teams. All reward criteria will be communicated to the students so that they are aware of what criteria they need to meet for the reward / school activity. Student behavior resulting in an office referral with consequences will affect all reward / school activities that occur within each individual quarter. The following expectations may be, but are not limited to, qualifications for a rewards and school activities:

- Office referrals resulting in consequences for behavior – Including cell phone violations
- Refocus forms
- Grades
- GPAs
- Attendance / Tardy
- Library fines
- Overdue library books
- Student fines / fees
- Team specific expectations

*** If a child is absent for the day, he/she may not attend school functions for that day unless given permission from school administration.

Fighting

Fighting is inappropriate and not allowed on school district property or at school sponsored activities. If a student is involved in a fight with the intent to physically harm another, he/she will be suspended from school and possibly an expulsion hearing. Law enforcement officials will be contacted in the event of any fight.

Gang Behavior

Gangs are a public perception and real danger to schools. In the promotion of safe schools, the RE-3 Board of Education has established a policy of "zero tolerance." Fort Morgan Middle School has the following guidelines. Students will sign a cease-and-desist order detailing the inappropriate behavior and future consequences for the behaviors.

1. **A student promoting gangs may be suspended or recommended for expulsion on the first offense.**
2. **If gang promotion continues a second time during the year, the student will be recommended for expulsion.**

A gang is any group or individuals who interact at a high rate among themselves to the exclusion of others or groups, have a group name, claim a neighborhood or other territory, and engage in criminal and other antisocial behavior on a regular basis.

General Behavior

To ensure the safety of all students and welcoming learning environment, the following items or behaviors will not be allowed at Fort Morgan Middle School.

1. Skateboards are not allowed on school grounds. In the case that they are brought to school, the student will be asked to leave the item in the school office.
2. Public Display of Affection (PDA) is not appropriate in the educational setting. Students will be expected to be mature in their actions and behaviors--no holding hands, hugging, kissing, or similar behaviors will be allowed on school grounds.
3. Snowballs and ice are not allowed to be thrown on school grounds for the safety of all students. All snow should remain on the ground at all times.

Grading System

100% - 90%	= A
89% - 80%	= B
79% - 70%	= C
69% - 60%	= D
59% and below	= F

Teachers and the teams will establish and clearly communicate the grading scale to be used at the start of the school year. Parents are notified in advance and before a student can receive a failing grade, and the grade is to be permanently recorded in the student's record.

Homebound Instruction

In isolated incidents, a student may receive the assistance of a specified tutor. Arrangements will be made when and where the tutor and student can meet on a consistent basis. The core of instruction will center on a computer-based learning system (A+).

Homework

Often there is not enough time during the day for students to complete their required work. In these instances, students are expected to take the work home for completion. It is an expectation at FMMS to complete and turn in all assignments to the best of their abilities.

Immunization of Students

Please see District Policy information on our website - fortmorgank12.com

In-School Suspension/Social Skills Intervention

Social Skills Intervention is the temporary exclusion of a student from classes and all school activities. **During the period of his/her suspension, the student will not be allowed to attend or participate in any school activities** (pending administrative/coach/supervisor approval). During the school day the student will be placed in a supervised classroom. The following guidelines will be in effect:

1. Mandatory attendance.
2. Bring all textbooks, library books, and other schoolwork.
3. Complete schoolwork or be assigned work.
4. Supervised lunch.
5. No food or drink in room.
6. Stay seated.
7. No talking/visiting.
8. No sleeping.
9. No electronic devices.
10. Supervised, scheduled restroom breaks.
11. No participation in school activities before, during, or after school on SSI days. If absent, you must report to the SSI room to complete assigned intervention.

Key Terminology

ASSAULT:

Recklessness causing physical injury to another, intentionally placing another person in reasonable threat or imminent physical injury; touching another person with intent to injure, insult, or provoke.

DANGEROUS WEAPONS:

Dangerous weapons will include knives, guns, chains, clubs, brass knuckles, or any other similar articles which could be used to inflict or threaten harm.

EXTORTION:

Obtaining money or property by threat, force, or illegal use of authority.

FIGHTING:

Mutual or forced combat with potential for physical injury while at a Fort Morgan School District facility or event.

FIREWORKS:

Any item designed to burn, smoke, explode, or release fumes due to impact or other ignition.

INSUBORDINATION:
Willful refusal of a student to comply with a reasonable request of a staff member.

SUSPENSION:
Temporary removal of a student from a class, school, and/or school activities by an administrator.

THEFT:
Taking of property belonging to one person by another with the intent to keep it for him/herself.

THREAT/INTIMIDATION:
Use of disrespectful and/or profane verbal or non-verbal behavior to threaten, harass, or intimidate another person(s).

VANDALISM:
Willful or ignorant destruction or damage of property.

Legal Name

The school record is a legal document. To ensure the integrity of Fort Morgan Middle School records, correct and legal information must be used. The name on the school record is to match the name on the bona fide birth certificate.

Lunch/Breakfast Program

Please see District Policy information on our website - fortmorgank12.com

Eating Of School Lunches

** ALL STUDENTS ARE EXPECTED TO HAVE THEIR STUDENT ID WITH THEM EACH DAY ***

1. Students may bring a cold lunch if they so choose.
2. Students will be provided a school lunch, if they choose to eat at school.
3. Students should not eat school provided lunch items off of other student's trays.

EXCLUDED LUNCH OPTION (INCLUDING BUT NOT LIMITED TO):

1. Large bags of potato chips (or similar items) – individual/single servings will be permitted
2. Outside food delivered by parents during lunch (i.e.: McDonalds, Subway, Taco Bell, etc.)
3. Bags of candy
4. Suckers
5. Gum
6. Candy bars
7. Pop
8. Energy drinks

9. Selling of food items on school grounds / during lunch

CONFISCATION OF EXCLUDED LUNCH ITEMS:

1. Items will be taken to the office and available for pick up at the end of the school day by the student or parent.
2. Items not claimed will be discarded at the end of the week.

IM.A.S.H. (Immediate Mandatory After School Help)

FMMS is committed to ensure that all students remain in good academic standing. In order to give you, the students of FMMS every opportunity to succeed, we may mandate after-school attendance for extra attention to lack of academic progress. Certainly, all students are welcome any days before and after school, but some afternoons will be specifically set aside for academic assistance in order to improve your grades. Students who do not turn in their homework on the due date, will be expected to stay for IMASH. An email will be sent to parents/guardians that day, stating that their student did not turn in their homework, and they will be staying after school to complete the assignment. As soon as the assignment is completed, the students is free to go. Parents have the right to opt their student out of IMASH, by contacting the school.

Mandatory Reporting Policy

Please see District Policy information on our website - fortmorgank12.com

Medication Policy

Please see District Policy information on our website - fortmorgank12.com

Parent Notification

DETENTION

1. Possible teacher call to the parent/guardian.
2. Student calls to his/her parent/guardian.
3. Detention receipt

SOCIAL SKILLS INTERVENTION/IN-SCHOOL SUSPENSION (ISS)

1. Possible administrators call to the parent/guardian.
2. Possible letter sent home with the student regarding the concern/event.
3. Letter sent home through the postal service about the concern/event.

OUT-SCHOOL SUSPENSION (OSS)

1. Administrator or building designee will attempt to contact parent/guardian.
2. Possible letter sent home with the student and/or parent/guardian about the concern/event.
3. Letter sent home through the postal service about the concern/event.

EXCESSIVE TARDIES

1. Conference with student and parent/guardian with administration.

ALTERED SCHEDULE

1. Conference with student and parent/guardian with administration.

Parents Right to Know

Please see District Policy information on our website - fortmorgank12.com

Parents Role

Although this information is specifically designed for students attending FMMS, as teachers, administrators, staff, and as a community, we greatly appreciate your involvement in the educational process of your child. We simply cannot complete the educational process without your efforts. FMMS would like to welcome you to attend/join our Building Accountability Committee or any other suggestions that you may have to improve our existing building or policies. As always, your efforts and support are most appreciated.

Parent Portal Instructions

Please see District Policy information on our website - fortmorgank12.com

Retention Policy

Please see District Policy information on our website - fortmorgank12.com

Riding the Bus

Proper student control on buses is essential to the safety and well-being of all bus riders. Unruly riders cannot be tolerated and shall be dealt with in the following manner:

- First Offense - Notification of parent and principal
- Second Offense - Parent-Transportation Supervisor Conference and one day exclusion from riding.
- Third Offense - Suspension from transportation on school buses and a conference.
- After the third offense, the student may be permanently excluded from riding on buses.

School Within A School

This program occurs within FMMS campus grounds and is directed by the ISS coordinator. Students are placed on a computer-based learning system (Edgenuity) and monitored accordingly by the ISS instructor.

Sexual Harassment

Sexual harassment as defined above may include but is not limited to:

1. Sex-oriented verbal "kidding," abuse or harassment
2. Pressure for sexual activity
3. Repeated remarks to a person with sexual or demeaning implications
4. Unwelcome touching, such as patting, pinching or constant brushing against another's body
5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades or similar personal concerns

Student Lockers

1. Lockers are provided for the storage of student's books and other equipment needed in school. Lockers are a privilege, and their use can be revoked. In such an event, a student will be given a container to use, and may place the container in a teacher's classroom at the end of the day.
2. **To ensure protection of your property it is necessary that the student keep his/her locker combination private.** Each student is responsible for the care of the locker assigned to him or her, and the combination to the lock will only be given to the assigned student's locker.
3. Students may not move into any other locker without permission from the main office.
4. Valuables should not be left in lockers! The school is not responsible for lost or stolen items.
5. Lockers are leased by the student and are the property of the school. Lockers may be subject to examination by school personnel at any time.
6. If the school does not have enough lockers for all students, lockers will not be assigned and students will carry backpacks.

Students with Food Allergies

Please see District Policy information on our website - fortmorgank12.com

Student ID

All students are expected to have their student ID for library book check out and daily lunch. Failure to have their student ID will result in not being allowed to check out books at that time, or go to the end of the lunch line.

Student Responsibility for Successful (95%) Attendance

1. Attend school every day of the established school calendar.
2. Arrive to each class **on time** with the appropriate tools, prepared to participate, and to learn.
3. Contact your teachers immediately upon your return from an absence to arrange for work that can be made up. It will be the students' responsibility to turn in your completed make-up work within the time limits established (Two days for make-up work are normally allowed for each day absent.).

4. If you are aware of a potential future absence, contact your teachers and complete the work prior to your absence.

Substance Policy

Please see District Policy information on our website - fortmorgank12.com

Suspension/Expulsion from School

Please see District Policy information on our website - fortmorgank12.com

Tardy Policy

Please see District Policy information on our website - fortmorgank12.com

Tardy to Classroom

If the student arrives to any class (with exception to the first class; see morning tardy) after the passing time of ~~three (3) or~~ five (5) minutes has lapsed, the student will be considered tardy. Excusing the late arrival is done during that class block with the instructor. Excessive unexcused tardies will be handled on an individual basis and may include ~~loss of locker privileges~~ detention.

- Parents may also follow and view student tardies by viewing the Parent **Portal**.

Tardy to School (Morning Tardy)

If the student arrives late to school and is unable to be in class by the tardy bell at 7:50 a.m., the student will be considered tardy to school.

1. Students are allowed 5 morning tardies ***per semester***. Students will be informed once they have reached this limit.
2. Students who receive 6 morning tardies, and each tardy thereafter, will receive one ~~sixty minute (60 minute)~~ 30 minute detention from 3:50 - 4:20.
3. Students who accumulate 5 detentions will be placed in ISS until the student shows progress in fulfilling detention time.

- Parents may also follow and view student tardies by viewing **Parent Portal**.
- Excessive tardies may result in suspensions by the building administrators.

Teams

Students are grouped by grade levels into teams. Once students are placed on a team, they will remain with that team throughout the school year. There are two teams at each grade level. Teams allow students to be in smaller class groupings fostering an environment that is student centered. There are approximately 125 students per team. Core subjects taught include math, science, language arts, literacy, and social studies.

Sixth Grade Teams	Seventh Grade Teams	Eighth Grade teams
SHARKS	COUGARS	HAWKS
STINGRAYS	WOLVES	EAGLES

Telephone

Students are encouraged not to use the office counter phone except in case of emergency or to call parents only and/or with office approval to notify about serving a detention or school related issues. Cell phones may be utilized during appropriate hours.

Testing Information

Tests are a necessary component of any schooling. Students are expected to be knowledgeable and be able to provide evidence of mastery of the content for which they will be tested. In most cases this may entail necessary study outside of school hours.

Textbooks / Chromebooks

When cases of misuse or mistreatment of books or Chromebooks occur, students will be assessed a fine. Students are to pay replacement costs for lost books and Chromebook. We urge students to exercise care in handling their books and Chromebook.

Please see District Policy information on our website - fortmorgank12.com

Vandalism

Vandalism to Fort Morgan Middle School is intolerable. Perpetrators will be prosecuted. When there is any destruction of school property/equipment, ***the individual(s) will pay for all damages*** and be suspended from school. In addition, law enforcement officials may be contacted in the event of a vandalism incident.

Visitors

Students may have adult visitors with them during the day upon pre-approval of administration. Local and visiting young friends or relatives will not be allowed to attend school with FMMS students.

*****All building visitors are required to register in the main office to sign in and to receive their visitor pass. Visitors must have administrative approval before permission is given to attend classrooms and/or class activities.***

Weapons in School

Please see District Policy information on our website - fortmorgank12.com

Web Site

The Fort Morgan School District RE-3 website is found at www.morgan.k12.co.us. You may find helpful information regarding lunch schedules, district calendar, activities throughout the district, and other related items essential to the community and school district.

All District Policies are found at fortmorgank12.com

Memorandum

To: Board of Education

From: Fort Morgan High School

Date: July 15, 2025

RE: Fort Morgan High School 2025-2026 Student Handbook Changes

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

1. Page 1 — Added: New Front Page, updated mission statement.
2. Page 2 — Deleted: 2024-2025
   Added: 2025-2026
3. Page 3 — Deleted: FMHS Staff List page 5
4. Page 4 — Deleted: Duran, (see teacher contact list on following page)
5. Page 5 — Deleted: Staff List pages
6. Page 7 — Added: 2025-2026 Student Calendar
7. Page 12 — Deleted: Science/AP Biology Honors $30.00
8. Page 13 — Deleted: Friday, December 20, 2024, and Friday, May 30, 2025.
   Added: Friday, December 19, 2025, and Thursday, May 28, 2026.
9. Page 17 — Deleted: Dress and Grooming
   Added: Student Dress Code
10. Page 24 — Deleted: Effective with the graduating class of 2024, graduation from FMHS requires a completion of a minimum of forty-eight (48) credits and meeting one of the Colorado Department of Education Menu of Options criteria.
    Added: College Now – intended for students who wish to pursue an Associate of Arts Degree while in High School.
    Added: Updated credit graphs.
11. Page 26 — Deleted: Brett Andersen, Kemma Bown, Ty Davies, Nicole Andersen.
    Added: Jayme Stringham, Saadiqah Townsend, Harrison Chisum, Makenzie Harris.
12. Page 27 — Deleted: Heldwin Brito, Kyla Carpenter, Meagan Morrow.
    Added: FM Adventure Seekers, Cherelle DeVries/Alicea Einspahr, Mini Mustang Mentors, Denica Kudron, Cory McDaniel, Adam Tiscareno Maston.

FMHS STUDENT/PARENT HANDBOOK

2025-2026

FMHS MISSION:
OUR MISSION IS TO FOSTER A RESILIENT AND INCLUSIVE SCHOOL COMMUNITY WHERE ACCOUNTABILITY AND COMPASSION GUIDE OUR ACTIONS. WE ARE COMMITTED TO SUPPORTING EACH STUDENT'S GROWTH, EMBRACING DIVERSITY, AND CULTIVATING AN ENVIRONMENT WHERE EVERY INDIVIDUAL IS VALUED AND EMPOWERED TO ACHIEVE THEIR FULLEST POTENTIAL.

709 E RIVERVIEW AVE., FT. MORGAN, CO 80701
970-867-5648

Letter To Parents & Guardians

Dear FMHS Parents and Guardians,

The Fort Morgan High School faculty and administration look forward to the ~~2024-2025~~ 2025-2026 school year! FMHS has a history of excellence in academics, athletics, and activities. We believe that strong relationships between parents and school personnel provides the foundation for student achievement and the excellence we continually pursue.

We ask you to join us in supporting your child's academic success by:

- **Familiarizing yourself with this handbook.**
- **Supporting your child's regular attendance to classes.** A direct, and positive, correlation exists between attendance and achievement. Students who are not in class do not learn. Please make every effort to schedule doctor and other appointments after school or during your student's unscheduled time. If you do need to excuse an absence, please do so within 48 hours, and remind your student to obtain make-up work from his or her teachers. Please be aware that you may need to provide a doctor's note as documentation for a medical excused absence.
- **Promoting a healthy lifestyle**. The brain needs rest to grow. Encourage your child to get at least 7 hours of sleep every night. It might help to have teens charge their phone in a family space, rather than their bedroom. Additionally, students who use alcohol and drugs often lose sight of their academic goals, settling for levels of achievement far below their potential. Talk to your child about the laws and health risks around drug and alcohol use.
- **Talking to your child about their high school experience.** Encourage your child to get involved at FMHS! Research shows that student involvement is related to higher academic achievement. Check your child's grades in the Infinite Campus Parent Portal App. Many students have the Student Portal App, so you could ask your child to pull up their grades and show you, ask your child questions as often as possible about their high school experience – learning, events, involvement, grades, friends, etc.

Your support is paramount in helping staff prepare your child for life's journey. Together, we can ensure that our FMHS graduates are prepared for success in their postsecondary endeavors.

Respectfully,

The Fort Morgan High School Administrative Team

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CONTACT INFORMATION

Principal's Secretary, Debbie Rose @ 970-370-6689
- Building Usage
- Calendar Activities/Athletics
- Driver's Education Information
- Registration - Existing Students

Activities/Athletic Secretary, Amber VonFeldt @ 970-370-6692
- Activities and Athletic Events Information
- Student Fees
- Sports Registration & Athletic Fees

Attendance Secretary, Kathy Uhrich @ 970-370-6690
- Absences & Tardiness
- Lost and Found

Discipline Secretary, Crystal ~~Duran-~~Gayman @ 970-370-6691
- Discipline Information
- Detention Scheduling
- Nurse's Aide
- Parking Passes

Family Liaison, Janie Gomez @ 970-370-6672
- Ausencias
- Parent/Student Contact
- Spanish Translation

Nurse, Chandler Freauff @ 970-370-6694
- Illness
- Immunizations
- Injuries
- Medication

Counselors (see counselor contact list on following page)
- College/Career Information
- Credits/Grades
- Graduation Requirements
- Mental Health
- Schedule Changes
- Standardized Tests

Counseling Secretary, Dencia Kudron @ 970-370-6682
- Transcripts
- Scholarships
- Student Schedules

Registrar, Kim Baker @ 970-370-6683
- Registration - New Students
- Student Schedules
- Transcripts
- Withdrawals from School

Teachers - Email Directly ~~(see teacher contact list on following page)~~
- Course Information
- Student Behavior Inquiries
- Grade/Assignment Inquiries

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2025-2026 School Year Student Calendar - Tuesday through Friday

Morgan County School District Re-3

Fort Morgan, Colorado

JULY 2025

S	M	T	W	T	F	S
		1	2	3	~~4~~	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST 2025

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24	25	26	27	28	29	30
31						

SEPTEMBER 2025

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OCTOBER 2025

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NOVEMBER 2025

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30						

DECEMBER 2025

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28	29	30	~~31~~			

DAILY START AND END TIMES

Kindergarten	7:45 am - 3:15 pm
Sherman Preschool	8:00 - 11:00 am or 12:00 - 3:00 pm
Elementary Schools	7:45 am - 3:30 pm
Fort Morgan Middle School	7:50 am - 3:50 pm
Fort Morgan High School	8:00 am - 4:00 pm
Lincoln High School	7:45 am - 3:45 pm

START DATES

Classes begin for 1st – 8th & Lincoln	August 12
FMHS 9th Grade classes begin	August 12
FMHS 10th-12th Grade classes begin	August 13
Kindergarten begins	August 19
Sherman Preschool begins	September 2

END DATES

Sherman Preschool ends	May 22
Kindergarten through 11th Grade ends	May 28

GRADUATION

Lincoln High School Graduation	May 8
High School Graduation	May 17
Fort Morgan Middle School Continuation	May 26

QUARTERS/SEMESTERS

First Quarter - 35.5 days	August 12 - October 10
Second Quarter - 36 days	October 14 - December 19
Third Quarter - 36 days	January 6 - March 6
Fourth Quarter - 42 days	March 17 - May 28
Total Days of School for Students	149.5 Days

PARENT/TEACHER CONFERENCES - Scheduled by Schools

HOLIDAY BREAKS/NO SCHOOL FOR STUDENTS/STAFF

Mondays are no school days for students	
Thanksgiving Break	November 25-28
Winter Break	December 23 - January 2
Spring Break (Same as MCC)	March 10-13
The Schools and District are Closed	April 3

DISTRICT PHONE NUMBERS

Sherman Early Childhood Center	970-867-2998
Baker Elementary School	970-867-8422
Columbine Elementary School	970-867-7418
Green Acres Elementary School	970-867-5460
Pioneer Elementary School	970-867-2080
Fort Morgan Middle School	970-867-8253
Fort Morgan High School	970-867-5648
Lincoln High School	970-867-2924
The Children's Center	970-542-0731
Transportation Department	970-867-2263

BOE APPROVED 03.24.2025

JANUARY 2026

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FEBRUARY 2026

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MARCH 2027

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22	23	24	25	26	27	28
29	30	31				

APRIL 2027

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MAY 2026

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31						

JUNE 2026

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Infinite Campus **School Supply Lists** **District Website** **Athletics** **Social Media Links**

This calendar may be adjusted in the event school is cancelled because of inclement weather or other emergencies.

Fort Morgan High School's

Bell Schedule

Tuesday & Thursday = Advisory
Wednesday & Friday = Content Tutoring

1st Hour	8:00 - 8:55 am
2nd Hour	9:00 - 9:55 am
3rd Hour	10:00 - 10:55 am
4th Hour	11:00 - 11:55 am
10th - 12th Advisory or Content Tutoring	12:00 - 12:30 pm
10th - 12th Grade Lunch	12:30 - 1:00 pm
9th Grade Lunch	12:00 - 12:30 pm
9th Grade Advisory or Content Tutoring	12:30 - 1:00 pm
5th Hour	1:05 - 2:00 pm
6th Hour	2:05 - 3:00 pm
7th Hour	3:05 - 4:00 pm

Fort Morgan High School's

Assembly Bell Schedule

1st Hour	8:00 - 8:50 am
2nd Hour	8:55 - 9:45 am
3rd Hour	9:50 - 10:40 am
4th Hour	10:45 - 11:35 am
10th - 12th Advisory or Content Tutoring	11:40 - 12:00 pm
10th - 12th Grade Lunch	12:00 - 12:30 pm
9th Grade Lunch	11:40 - 12:10 pm
9th Grade Advisory or Content Tutoring	12:10 - 12:30 pm
5th Hour	12:35 - 1:25 pm
6th Hour	1:30 - 2:20 pm
7th Hour	2:25 - 3:15 pm
Assembly	3:20 - 4:00 pm

ACADEMICS

ACADEMIC DISHONESTY/PLAGIARISM

On occasion, students may be tempted to present another student's work as their own, by various means. Students must perform their own work. Cheating on assignments or tests is a serious matter and will not be excused. If this occurs in any form, by supplying or taking material, the student(s) will receive an automatic zero for the assignment or test and may be subject to further disciplinary action. The student will be required to complete the assignment, or an alternative assignment, outside of class time and under supervision. Additionally, any student submitting the work of others as their own, in whole or in part, without appropriately attributing that work to the author, will be subject to the same disciplinary action.

ACADEMIC ELIGIBILITY FOR ATHLETICS AND ACTIVITIES

- All first year ninth grade students are automatically eligible when they arrive at the high school.
- Students must be enrolled in the equivalent of five full credit classes to participate. A student participant who is failing 2 or more class after each semester will be ineligible until credits are recovered via summer school, or until the next CHSAA regain date (See AD for more information).
- Eligibility is monitored on a weekly basis and will start after the 3rd full week of classes for each semester. Eligibility will be run every Friday at 2pm. If a student is failing 2 or more classes at the time of the report, they will become ineligible the following Monday for the entire week. They may become eligible again if all failing classes are passing by the following Friday eligibility report. College classes will count towards eligibility.
- Any student serving suspension will be eligible for practices but NOT for contests during the time of the suspension.
- Students are required to attend practices.
- Any student referred to administration for discipline problems may be suspended or removed from their team or activity at the discretion of school administrators and/or the coach in charge.
- Coaches are afforded the opportunity to have stricter guidelines for eligibility, written out in their individual team contracts.

ACADEMIC SUPPORTS

Students who are struggling academically can find support through one or more of the following options:

- **Before and/or after school time**. Teachers are willing and able to work with students beyond the school day. These sessions must be scheduled with the specific teacher in advance.
- **Content Tutoring**. Students with failing grades will be scheduled in Content Tutoring sessions to access extra time with and support from teachers. Students with all passing grades can voluntarily attend Content Tutoring sessions with teachers if they have arranged to do so in advance.

Students who continue to struggle will be referred for interventions through the FMHS Multi-Tiered System of Supports (MTSS) model.

CHROMEBOOKS

Students will be issued Chromebooks for use in school and at home. Students are expected to bring their charged Chromebook to school every day. The document linked below provides students and their parents/guardians with information about taking care of the Chromebook, using it appropriately for school, and being good digital citizens.

Students and their parents/guardians are reminded that use of District Technology is a privilege and not a right and that school authorities may monitor everything done on any District-owned computer, network, or electronic communication device. Inappropriate use of District Technology is subject to disciplinary consequences including, but not limited to, limited, or banned computer use, detentions, suspensions in-school, suspensions from school, a recommendation for Expulsion from school, and/or legal action.

See the Morgan County School District Re-3 Chromebook Policies and Procedures document on the district website for more information.

CREDIT RECOVERY

Students who fail to receive credit in a course may choose to recover credit for the course through one of the following options:

1. The online Edgenuity Program is available for a select number of students and offered within the school day. Students who qualify for the program are scheduled into the Tutorial Center for a regular class period.
2. Students may choose to reschedule the class during the regular school day if space is available.
3. FMHS offers a summer credit recovery program if enrollment is sufficient. Summer course offerings are contingent upon available funds. Courses offered will be for credit recovery purposes only and are based on student enrollment and demand.

CLD – CULTURALLY LINGUISTICALLY DIVERSE PROGRAM

Morgan County School District Re-3 serves the needs of many English language learners. Students may qualify for ELL services if any question on the Home Language Survey is marked as other than English. Students are evaluated using the WIDA online screener (1st grade – 12th grade) to determine language proficiency and initial placement into an ELL program. Instructional programming is designed to support the student's language proficiency level. Instructional services may include "pull-out" support during which time students participate in instruction delivered by an ELL teacher. "Structured Immersion" in the regular classroom is another means of serving English Language Learners whose needs are better met in this fashion. All instruction is conducted in English with support provided based on individual needs.

Staff members in all buildings are provided information from the ELL teachers outlining each ELL student's language proficiency. The ELL teacher will also provide appropriate teaching strategies and goals for each ELL student through individual ELD plans. ELL students are tested annually using the WIDA ACCESS test to determine proficiency level and the need for continued ELL services.

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

FEES AND MATERIALS

By Morgan County School District Re-3 policy, students who qualify for free or reduced lunch are exempted from most fees associated with classes. Parents/guardians should notify the FMHS Athletics/Activities Secretary of their status to have students' fees waived. Fees will be added to student accounts 3 to 4 weeks after the beginning of each semester. Student schedules need to be confirmed prior to adding fees.

Activity Icon on Student ID Card (All money from the Activity Icon is used to finance student activities and athletics. We urge all students to support Fort Morgan High School programs by purchasing the icon. Benefits include reduced price or free entrance to home athletic events and activities. Students will be issued an activity icon that must be presented at all events. Students enrolled in band, orchestra, choir, yearbook, and sports must purchase an activity icon.)	$30.00
Class & ID Fee	$10.00
All Agriculture Classes (per class) (Does not include additional costs of participating in the program or shop coveralls.)	$40.00
Ag FFA Dues (per year)	$20.00
Ag FFA Jacket Fee	$55.00
Art Fee (FOA & Drawing classes)	$15.00
Art Fee (Painting & Ceramics classes)	$25.00
Art History Class	$20.00
Athletic Fee (per sport)	$50.00
Drama (Introduction, Intermediate & Advanced) (per class)	$10.00
Driver's Education	$350.00
Family & Consumer Sciences (FCS classes per year)	$20.00
Industrial Arts -Woods Engineering I (Lumber fee)	$10.00($20.00)
Industrial Arts – Woods Engineering II & III (Lumber fee)	$10.00($30.00)
Industrial Arts – Woods Engineering IV & V (Students pay for costs of materials for individual projects) (All classes per Semester)	$25.00
Lost ID Card	$1.00
Music – Band (per class)	$15.00
Music – Orchestra – String & Symphonic (per class)	$10.00
Outdoor Education (Field Trip Costs)	$5.00 to $20.00
Parking Sticker	$1.00

Photography/Photojournalism (per semester)	$20.00
Science / Botany	$20.00
Science / Zoology I & II	$20.00
~~Science / AP Biology Honors~~	~~$30.00~~
Stem 1 (Material Fees)	$15.00
Stem 2 (Material Fees)	$20.00
Video Production I, II & III (per class)	$20.00
Yearbook (Pacemaker)	$60.00

(Purchasing a yearbook is optional) (Price goes up to $70 after October 1st)

If a student owes a fine, any payments will go toward the student account in the following order:

- Past charges/fines
- Required fees

Students who have not paid fines nor made arrangements with the Athletic /Activities Secretary/Finance, will not be allowed to participate in athletics, dances, school sponsored activities and trips. Students not returning equipment by the date imposed by the coach, teacher, or administrator will be subject to a fine. Fines are determined upon actual cost of equipment. Examples of equipment are band uniforms, football pads, football helmets, and cheerleader uniforms. Exceptions to this will be textbooks which will be fined a late fee of $2.00 per textbook. All fees must be paid prior to graduation.

GRADING POLICIES

At Fort Morgan High School, we believe the purpose for scoring student work and reporting those scores as grades is to

- Provide a measurement of student skills and learning.
- Give information on students' mastery of the content of our courses.
- Indicate where students stand on their paths towards learning goals.
- Help students understand the role of evaluative feedback as a tool for increasing learning in their lives.
- Identify areas for reteaching or additional support.
- Communicate a clear record of high school academic achievement for postsecondary institutions.

Based on the philosophy above, we utilize the following practices in reporting student grades:

- We use two categories--Mastery Work and Practice Work--to determine grades. In most classes, Mastery Work counts as 70% of the grade, and Practice Work counts as 30% of the grade. In some performance-oriented classes, Mastery Work counts as 100% of the grade.
- We let students know in advance the learning purpose of specific assignments, what assignments will count in their grade, and what those assignments are worth.
- We give careful consideration to point values of assignments, and how those point values reflect learning priorities.
- We check for student understanding and provide multiple opportunities for student demonstration of learning. Teachers may reteach content and/or allow reassessment when student learning does not meet expectations, especially on mastery tasks, as per the parameters and expectations communicated in specific course syllabus.
- We pull grades from Infinite Campus gradebooks on Tuesday mornings to determine eligibility and to assign content tutoring. The first week of eligibility will be a warning week for a student failing 2 or more classes.

GRADING SCALE

Percentage Grade	Letter Grade	Grade Point	Weighted Grade Point	Grade Expectations
90%-100%	A	4.0	5.0	More than expected effort & understanding
80%-89%	B	3.0	4.0	Expected effort & understanding
70%-79%	C	2.0	3.0	Less than expected
60%-69%	D	1.0	2.0	Struggles to understand
Below 60%	F	0.0	0.0	Does not understand or has failed to demonstrate understanding

INCOMPLETE GRADES

Students receiving an incomplete ("I") for any course will have up to 4 school days to complete the remaining requirements. After this time, unless prior arrangements have been made with the teacher, the incomplete will change to the grade that the student earned on the final exam. If a student fails to take a final exam for a course, s/he will receive a zero for the final assessment in that class. The zero for the final assessment/exam will affect the overall semester grade for that class. The incomplete ("I") will be

removed from the student's grade report and the final course grade will be inserted into the grade report in Infinite Campus and will be posted on the final transcript.

If your student is requesting an Early Final for the end of the semester or end of the school year, an Early Final form must be submitted along with the Pre-Planned Absence Form to the main office. Students will need these forms signed by all their teachers, parents, and administration prior to leaving for the absence. If a teacher chooses to have the student take the final exam upon their return, then their current semester grade may show up as "Incomplete". The student will have until 3 pm on the first Monday of June to make up their missing final. If the student does not make up their final by this date, the students final exam grade will be a zero which will greatly affect their overall semester grade for that course and could result in a failing grade. If the student is making up their finals after the end of the school year, the student must schedule a time with the main office.

HONOR ROLL

Recognition will be determined two times per scholastic year after the completion of each semester. The grades that will be utilized to determine honor roll will be based on what the student earns during their first semester, and second semester. The two levels of honor roll recognition at Fort Morgan High School are as follows:

- Alpha Honor Roll, the highest acknowledgement, will be awarded to students who have achieved a 3.5 GPA or above.
- Academic Scholar will be awarded to students who have earned a 3.0 GPA or above.

LATE WORK

Late work is any work that was assigned and due and was not handed in on time. Late work will be accepted as communicated in teachers' course expectations at the beginning of the course. Late or missing work submitted on an approved extension is still subject to late work penalties as communicated in class expectations.

MISSED WORK DUE TO ABSENCES

Missed word due to absence: Make-up work shall be allowed following an absence with the goal of providing the student an opportunity to keep up with the class and demonstrate their learning and an incentive to attend school. Teachers will communicate their expectations around missed work due to absences in their course syllabi – these expectations may include deadlines and point deductions for missed deadlines. If a student fails to submit work within the parameters of a teacher's communicated late work policy, the student may receive a score of 0 (zero). The 0 (zero) indicates "no evidence of learning" and means that the student did not take advantage of their opportunity to demonstrate learning.

Pre-Planned absence(s) - Extended projects or work related to assignments are due before the deadline/due date if a student is leaving on an approved school activity or approved exempt absence.

SEMESTER GRADES

Students' semester grades can be viewed through the Parent and Student Portal through Infinite Campus. All grades are considered "In Progress" until the final semester grade is posted after final exams are completed at the end of both semesters, December, and May of each year. Final semester grades will be available for viewing online will ~~Friday, December 20, 2024, and Friday, May 30, 2025.~~ Friday, December 19, 2025 and Thursday, May 28, 2026.

TEXTBOOKS AND MATERIALS

Students are responsible for all damages done to their assigned textbooks. Damages include pencil or ink markings, torn covers, broken bindings, bent corners, deliberately torn pages, water, gum, food damages, hi-lighting, etc. Students will be fined according to the severity of the damage. Fines range from $1 to the full price for any textbook that cannot be reissued or is not returned. It is also students' responsibility to check textbooks carefully for any previous damage which missed being repaired. Any textbooks found to be damaged must be returned to the library within one week from the date the textbook was issued, or the assigned student will be accountable for the damages.

Teachers will inform students what materials are needed for their specific class within the first few days of school. Supplies needed for the first few days are basic materials of notebooks, paper, pencils, pens and charged Chromebooks.

ATTENDANCE

GENERAL EXPECTATIONS

There is a clear and positive correlation between students' learning and consistent and prompt attendance. Absence and tardiness are counter-productive to educational success and can never truly be made up by the student. Lack of consistent attendance means that students will not get the full benefit of the courses offered at Fort Morgan High School. To ensure academic success, FMHS expects student attendance rates to be at a minimum of 95%, and for students to arrive to classes on time.

In addition, students who are absent from or tardy to class infringe upon the rights of those students in attendance and their teachers by disrupting the normal flow of an instructional program and by causing teachers to unnecessarily repeat and review information and materials previously covered. Students should take into account the TOTAL number of days missed for a class or classes even for legitimate reasons such as driver's license appointments, college visits, medical appointments, field trips, in-school field trips, etc.

COMMUNICATION TO STUDENTS & HOMES

Students and parents will have access to up-to-date information concerning attendance via the Student and Parent Portals of Infinite Campus, Remind alerts, emails, and daily announcements. Additional methods of communication include FMHS Facebook page, flyers in Canvas and the screen on Riverview Ave in front of FMHS.

DISMISSAL DURING THE SCHOOL DAY

For the safety and security of our school and students, we must know the whereabouts, including the comings and goings, of all students during the school day. **Students are REQUIRED to sign in and out at the Main Office if they are leaving or coming to school during the school day.** Absences of students who do not sign in or out will be considered unexcused.
Once students have reported to school, they are expected to remain in school and attend classes all day. Under the following conditions, a student may have an excused dismissal:

- Under rare or emergency circumstances, prior to dismissal, a written request from a parent must be presented or a phone call must be received by the Attendance Secretary. A parent may come to the office and personally request dismissal.
- In case of illness while in school, the student must report to the nurse's office. Students who become ill in school and report to areas other than the nurse's office (cafeteria, restrooms, off campus) will be considered "unexcused". The nurse or nurse's designee, with parental permission, will make the decision to dismiss the student from school. Once the nurse or nurse's designee has obtained permission to dismiss the student, the student will be issued a dismissal pass.
- Appointments With Fort Morgan High School Staff. Students who have class commitments such as tests or major graded assignments should request that appointments with counselors, Assistant Principal, Principal, etc., be rescheduled so that they can fulfill classroom commitments prior to the meeting.

EXTRACURRICULAR ACTIVITIES AND ATTENDANCE

Students are expected to be in school on days they participate in extracurricular activities, competitions, performances, meetings, practices, etc. Students must be in attendance for the last three periods prior to the activity. Exceptions are:

1. Required college or military appointments (college visitations that can be scheduled on other days will not be exempted.)
2. Mandatory court appearances.
3. Funerals.
4. Dental or medical appointments that cannot be made at other times.
5. Other situations with advance approval from an administrator.

If a student has a doctor appointment or mandatory court appearance, he/she must bring a note from the doctor or court official to verify the absence with the attendance office. In all cases, students are encouraged to make arrangements for their absence in advance in the Main Office. Students should also check with their coach or sponsor prior to their departure to make sure they will be able to participate.

FIELD TRIPS AND ATTENDANCE

Eligible students are responsible for communicating with teachers about making up assignments when they miss class due to a field trip or other school activity.

A teacher can recommend that a student not be allowed to go on an out of school trip if the student's grade is failing or if the absence would cause harm to the regular course of study, such as missing a test.

Field trips may potentially involve risks and responsibilities for your child that are beyond the scope of those normally associated with educational activities at school. Such risks are personal injury and/or damage to personal property. Students attending a field trip are required to fill out a Student Permission Form (provided by the field trip sponsor/teacher). To account for all students, passengers are required to be on the list of the appropriate driver. Students 18 years of age or older are still required to provide the Student Permission Form and get approval from the principal and/or designee prior to participating in a field trip event.

PARENT/GUARDIAN RESPONSIBILITIES REGARDING ATTENDANCE

By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores. Research shows that good attendance is strongly related to academic achievement. It is very important for students to arrive on time to all their classes every day to maximize their opportunities to learn, practice, and demonstrate their learning.

Parents/guardians are responsible for communicating to the school the reason for all absences. **If your child is absent from school, a parent or guardian should call the attendance line at 970-370-6690 within 48 hours of the absence, and provide the following information:**

(1) the student's name.
(2) the date(s) of the absence(s).
(3) the specific reason for the absence(s), tardy or dismissal.
(4) the name of the parent.
(5) a daytime phone number where a parent can be reached to verify the call.

"Blanket" notes covering unspecified dates of absences, tardiness, etc. will not be accepted as an excuse for absences.

As FMHS receives over 50 attendance calls per day, our attendance secretary may not answer your call, so please leave a message at 970-370-6690 in order for our secretary to change the attendance in Infinite Campus. The attendance secretary will not return phone calls unless additional information in needed.

The Attendance Office will only go back **48 hours** to excuse previous absences unless informed otherwise by Principals, a valid doctor note, or by Court documents.

The Attendance Office is **NOT** responsible for fixing attendance mistakes between a student and teacher. It will be your student's responsibility to speak with their teacher involved to fix attendance mistakes. If a correction needs to be made the teacher will then make the adjustments with the Attendance Office.

EXCUSED ABSENCES

MCSD Re-3 policy JH lists the following as excused absences:

- A student who is temporarily ill or injured or whose absence is approved by the administrator of the school on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature only which cannot be taken care of outside of school hours.
- A student who is absent for an extended period due to physical, disability or a mental or behavioral health disorder.
- A student who is pursuing a work-study program under the supervision of the school.
- A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
- A student who is suspended or expelled.

UNEXCUSED ABSENCES

Any absence that is not listed in the excused section above is considered unexcused. Only in extenuating circumstances will an absence not listed above be considered excused, based on approval by the principal.

FMHS may request confirmation from a doctor to explain specific and frequent absences which have occurred due to medical reasons. When absences for medical reasons are frequent, parents/guardians must submit official documentation from a doctor that verifies a chronic illness exists. Medical documentation for long-term absences should include the nature of the illness, any limitations on the student, inclusive dates of medical condition, and specific dates of the absence covered. This documentation also strengthens a student's case in an appeal for submission of work missed due to absences.

As with parent notes, doctor's notes-must specifically address dates of absences, and may not be blanket excuses for all absences which have occurred over a period of time. This information must be presented on an on-going basis, and not at the end of a course or term.

PRE PLANNED ABSENCES

If you need to check your child out of class early for an appointment, we request that you call 970-370-6690 at least one (1) hour in advance, so that we can send an Early Dismissal pass and reduce class disruption. Your child must bring their Early Dismissal pass to the main office to check-out with our attendance secretary. Failure to do so, will result in an unexcused absence. Parents should pick students up for appointments at our main, northwest entrance.

Any anticipated absence of 3 or more days, such as college visitations, family vacations, etc., which conflict with the school calendar, must be arranged in advance by completing a Pre-Planned Absence form, or the absence may be considered unexcused. When a student anticipates an absence from school or from a particular class for any reason, it is very important that the student and the parent carefully consider the necessity of the absence, taking into consideration the current number of accumulated absences and their potential impact on loss of credit in the course.

If a parent fails to notify the attendance secretary of early check-outs or anticipated absences, then the child's absence will be considered unexcused.

STATE LAW REGARDING ATTENDANCE

Colorado Revised Statutes – Article 33, Section 22-33-107

According to Colorado law, a child who has attained the age of six years and is under the age of seventeen years must be enrolled in school. A child within this age range who has four unexcused absences from a public school in any one month or ten unexcused absences from public school during any school year will be considered habitually truant. Students who fall into this category may be turned over to the district's legal counsel for subsequent consequences. This law is referred to as the Colorado Compulsory School Attendance Law.

TRUANCY

A student shall be considered truant when absent without a signed or oral parent/guardian excuse, or if the student leaves school or a class without permission of the teacher or administrator in charge. A student of compulsory attendance age shall be determined to be "habitually truant" if he has four unexcused absences from school or class in any one month or ten (10) unexcused absences during any school year. (Absences due to suspension or expulsion shall be considered as excused absences regarding truancy in accordance with state law.)

CONSEQUENCES

A student shall be given a warning on his/her first truancy offense by an administrator or teacher. Habitually truant students may be referred to the appropriate judicial systems to enforce compulsory attendance under state law (Colorado Revised Statutes 22-33-104 and 22-33-107). Calculation of the number of unexcused absences a child has incurred includes all unexcused absences occurring during any calendar year or during any school year. Any student who has been unexcused absent for twenty consecutive days or more in any one school year will be dropped from the enrollment (Colorado Revised Statutes 22-33-101).

SYSTEM OF SUPPORT AND ACCOUNTABILITY

- Parents, if they have selected to do so in their communication preferences in Parent Portal, will receive an automated phone call if their child has been marked absent from a class.
- Families will receive a letter via email regarding their child's attendance if the child has 5 or 10 unexcused absences to any class.
- When a student has concerning attendance, then an administrator will give the student consequences as described in the behavior matrix while also taking the following steps to help support the student and eliminate barriers:
- Conference with administrator and student; may include the student's counselor,
    - An attendance plan created by the administrator and student; may include the student's counselor,
    - An attendance plan created by the parent/guardian, administrator, and student; may include the student's counselor,
    - If the above interventions do not help improve the student's attendance, then the family will be given the option to meet with the district's Attendance Support Community (ASC) panel OR attend truancy court.
        - If a family does not support their child with improving their attendance after having met with the ASC panel, then truancy court proceedings will begin.

TARDIES

An unexcused tardy occurs when a student arrives to a class within the first 15 minutes without authorization from a teacher, parent/guardian, and/or office personnel.

If a student arrives to class after 15 minutes without such authorization, s/he will be marked as "Unexcused".

Students who have prolonged issues with tardiness will receive detention or in school suspension, as noted in the Fort Morgan High School Behavior Matrix.

BEHAVIOR

BEHAVIOR EXPECTATIONS

Expectations for student behavior, and consequences for violating those expectations, are detailed in the FMHS Behavior Matrix & Definitions.

At the classroom level, teachers will involve students in creating a Social Contract. If students violate the social contract, teachers will address the behavior according to their individual classroom management plans.

If students repetitively violate classroom rules or have a major behavior concern, then teachers will refer the student to the main office. Administrators meet with students one-on-one in an effort to best determine the incident's antecedent, and the student's specific behavior of concern, and then use the following Behavior Matrix to determine the appropriate consequence. Additionally, and depending on the situation, FMHS administrators may incorporate an opportunity for the student to restore a relationship, reflect on their behavior, and/or learn from their behavior when addressing behavior concerns.

At the core of our philosophy of school discipline lies a commitment to fostering an environment where accountability, respect, and safety are paramount. We believe that by instilling these values in our students, we can create a harmonious and conducive learning atmosphere that allows everyone to thrive. Our approach to discipline centers around teaching responsibility, promoting empathy, and ensuring the well-being of all individuals within our educational community.

~~DRESS AND GROOMING~~

~~Students are expected to be responsible in dress and grooming. Appropriate and correct dress is essential to a quality educational program and should not distract from the learning environment for the student or school. Students shall not wear apparel that is deemed actually or potentially disruptive to the classroom environment or to maintaining a safe and orderly school.~~

- ~~If a student is dressed inappropriately, the administration reserves the right to ask the student to change into more suitable attire.~~
- ~~Any student deemed in violation of the dress code may be required to change into appropriate clothing or decide to have appropriate clothing brought to school immediately. If a student has been asked to change inappropriate clothing, and they do not have appropriate clothing on campus for him/her to change into, the office may provide appropriate clothing for the student, if the article of clothing is the right size for the student, and the student may be sent back to class.~~

~~If the student cannot promptly obtain appropriate clothing, the student may be placed in an alternate setting, removed from the classroom for the day and do schoolwork. Further and/or repeated offenses, may result in suspension or other disciplinary action as outlined in the school discipline code.~~

~~**The following is a guide to student dress.** These guidelines are not inclusive, as the administration retains the right and duty to determine appropriate and correct student dress in all cases. Unacceptable student clothing includes but is not limited to:~~

1. ~~Shirts must cover most of the chest, back, and midriff with only allowing 3 fingers width of midriff showing.~~
2. ~~Pants, skirts, and shorts must be worn at the waist and should be of appropriate length (no shorter than mid-thigh).~~
3. ~~Specific dress code guidelines may apply for school events such as dances, ceremonies, or spirit days. These guidelines will be communicated in advance.~~
4. ~~Sunglasses, headbands, handkerchiefs, hoods, or any similar items are not tolerated.~~
5. ~~Clothing, paraphernalia, grooming, jewelry, accessories (including gloves) or body adornments, i.e. tattoos, that contain any advertisement, symbols, words, slogans, patches, or pictures that refer to drugs, alcohol, tobacco, or weapons; give indication of or refer to a sexual nature; by virtue of color, arrangement, trademark or attribute signify gang membership or advocate gang or gang involvement, drug use, violence, or disruptive behavior; display obscene, vulgar, lewd, or libelous words or pictures; promote any activity prohibited by the student code of conduct or disrupt the educational environment.~~
6. ~~Articles of clothing not specified but which violate the spirit and intent of this dress code and/or create a safety concern.~~
    - ~~Footwear consisting of heels that place the student's health and well-being at risk.~~

~~**Staff and administration will handle additional situations and interpretations on an individual basis. Exceptions:**~~
~~Appropriate athletic clothing may be worn in physical education classes. Clothing normally worn when participating in school-sponsored extracurricular or sports activities (such as cheerleading uniforms and the like) may be worn to school when approved by the sponsor or coach.~~

STUDENT DRESS CODE

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The

Board recognizes that students have a right to express themselves through dress and personal appearance; however, students must not wear apparel that is deemed disrupted or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Minimum Requirements

- Clothing must cover areas from one armpit to the other armpit; all shirts must have 1 inch shoulder straps and extend to the top of pants. All clothing must cover all undergarments and private areas.
- Shoes must be worn at all times and must be safe for the school environment. Slippers shall not be worn, except for school activities approved by the principal.
- Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.
- See-through, mesh, or undergarments must be worn with appropriate coverage underneath that meets the minimum dress code requirements.
- Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that are not allowed:
    - Refer to drugs, tobacco, alcohol, or weapons.
    - Are of a sexual nature.
    - By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior.
    - Are obscene, profane, vulgar lewd, or legally libelous.
    - Threaten the safety or welfare of any person.
    - Promote any activity prohibited by the student code of conduct.
    - Otherwise disrupt the teaching-learning environment.

Minimum requirements: The administration at each school reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or if the student refuses dress-code appropriate clothing.

Dress Code Infraction Procedure

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

First Offense

Students may do one of the following:

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

Second Offense

Students may do one of the following:

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

Third Offense

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

Unacceptable Items

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

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length.
2. Sunglasses worn inside the building.
3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, stomach, buttocks, back and chest.
4. Tank tops or other similar clothing with narrow straps may be addressed. Schools may set more stringent limits as appropriate.
5. Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or picture that:
    a. Refer to drugs, tobacco, alcohol, or weapons.
    b. Are of a sexual nature.
    c. By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior.
    d. Are obscene, profane, vulgar, lewd, or libelous.
    e. Threaten the safety or welfare of any person.
    f. Promote any activity prohibited by the student code of conduct.

g. Otherwise disrupt the teaching-learning process.

Graduation Adornments

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

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

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

Exceptions

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

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

ELECTRONIC DEVICES

Cell phones/electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. However, it has been proven that students who are on cell phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. To preserve the teaching and learning environment, this document is to clarify the cell phone/electronic devices policy for Fort Morgan High School.

The policy is:

Student use of cell phones or other electronic devices during the school day is a privilege. Adherence to the guidelines below is essential to maintaining an appropriate academic environment and the integrity of the classroom. Abuse of this privilege will result in consequences beginning with confiscation of device, parent conference, suspension of loss of other privileges such as participation in school trips, internships, proms and potentially graduation exercises.

Cell phones and all functions within the cell phone (i.e., cameras and all other applications) are prohibited in the following areas unless expressly permitted by a staff member for educational purposes: Classrooms, Science Labs, Restrooms, all Physical Education Areas, and all School Office areas.

Students cannot carry their phone on their person during academic class periods. Teachers will collect cell phones from students once students have entered the classroom. The cell phones will be stored in a phone caddy that is visible to the students and teacher within the classroom. Students will have access to their phone when classes are not in session – specifically during passing periods and lunch. In the case of an emergency parents can contact students either during passing periods on their cellphones or reach out to the main office and put you into contact with your student. If parents do not want their student's phone collected by teachers, then the phone may be left at home, in the student's vehicle on campus, or in the main office. Violation of the cell phone policy will result in consequences as outlined in FMHS' behavior matrix for cell phone/electronic infractions.

Students using cell phones or other functions on electronic devices in any manner that disrupts the educational environment, from within or from outside the classroom, or violated the rights of others, including, but not limited to, using the device in violation of our academic honesty policy, violating school conduct rules, harassing or bullying staff or students, photographing or video recording or using their device for unlawful purposes will be subject to more severe disciplinary action, up to and including suspension and/or expulsion and may, if applicable be reported to the FMPD.

Cell Phone Rule:

The respectful, non-disruptive use of cell phones is permitted in the school cafeteria during lunch period and any other school area except those listed above. As soon as the threshold of the classroom or any prohibited area is crossed, during the school day, cell phones need to be put away and made undetectable (i.e., silenced without vibration). Violation of the cell phone rule as stated above will result in the confiscation of the device according to the following ladder of disciplinary action:

- First Offense: The device will be held in the Administration office until the end of the school day. Students may pick up their phone after school.
- Second Offense: The device will remain in the main office until the Parent picks it up. The Administrator will establish contact with a parent or guardian.
- Third Offense: An Administrator will establish parent contact and the confiscated device will remain in the main office until a detention is served and it is picked up by a parent or guardian.

It should be noted that refusal to surrender a cell phone or other electronic device when directed to do so by a school staff member, teacher or administrator is a violation of our school's Code of Conduct. Insubordination behavior is punishable by suspension and exclusion from school events.

FOOD AND DRINK

All food deliveries should be delivered to the main office for students to pick up during passing periods or lunch. Food that is not picked up will be thrown away at the end of the school day.

MIGHTY MUSTANG AWARDS

Mighty Mustang Awards were developed to recognize students who have achieved high levels of academics and attendance. Academic and attendance recognition may include an academic letter for 3.5 and above. Mighty Mustang Awards are presented at the end of the school year.

RIGHTS OF STUDENTS

Students have the right to due process concerning school rules and the execution of those rules. In any situation involving actual or potential logical consequences, students have the right to be informed of actual or potential charges being made against them, to be able to present their side of any issue or event, and to understand the reasoning inherent to the application of logical consequences. This concept of due process is fair and appropriate to the operation of the school.

The school administration understands very well that students do not like being searched. When circumstances dictate a search will occur, every effort will be made to be as unobtrusive as possible during the process. In such cases, the security needs of the school override the sensitivity of the student.

RIGHT TO SEARCHES

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

Regarding searches:

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

TOBACCO, VAPOR, OR OTHER SMOKING DEVICES

Tobacco use in all forms, vapor inhalers, or any other smoking item or device is prohibited by both board policy and state law, on school grounds, at school-sponsored activities, on student trips, and when students are being transported in school district vehicles. "Use" includes but is not limited to lighting, chewing, smoking, or inhaling any such product. School grounds include the building, the parking lots, the grass area, the sidewalks surrounding the school, and the areas used for physical education and athletics. Consequences for violations of this policy will be assigned as detailed in the FMHS Behavior Matrix.

COUNSELING

CAREER AND COLLEGE COUNSELING

The Counseling Center offers a variety of services to students and parents, including academic advising, career planning, and college planning, among others. Students may work one-on-one with their counselor or in small groups to explore career issues and career planning topics. The Counselors work with the advisory planning committee on various college and career skill building and exploration activities.

Senior students complete a personalized conference with their counselor in the fall of their senior year. This conference reviews remaining graduation credits and establishes an individualized plan for transition to college, career, or military goals. College selection and application steps along with financing a college education is also reviewed.

COLLEGE CLASSES - CONCURRENT ENROLLMENT

Students may receive high school and/or college credit for college level courses offered by Morgan Community College. See the FMHS Student Registration Guide or contact your school counselor for more details.

COUNSELING SERVICES

Students at Fort Morgan High School are encouraged to contact their counselor regarding questions and concerns of any kind--academic, social, or emotional. Problems related to educational, career, and personal decisions are areas where counselors can be of assistance to students. Counselors are advocates for students within the school. Each student is assigned a counselor upon entrance to the high school as follows:

A – L (GRADES 11-12)	**MRS. TRACI REEVES**	**970-370-6679**
M – Z (GRADES 11-12)	**MRS. AMY PROUTY**	**970-370-6680**
A – L (GRADE 9-10)	**MR. RYAN EINSPAHR**	**970-441-2721**
M – Z (GRADE 9-10)	**MR. JAKE NORRIS**	**970-370-6681**

COURSE LOAD REQUIREMENTS

Full time students at Fort Morgan High School are expected to carry a full schedule and be enrolled in a minimum of five academic classes. Honors Pass and/or Teacher's Assistant **does not count** as one of the five academic classes. Exceptions to this requirement must be approved by Fort Morgan High School Administration.

If a senior has all credits and is on track to graduate, s/he may submit a letter to the principal requesting a shortened schedule due to extenuating circumstances. The letter must explain why a shortened schedule is being requested. Upon approval by the principal the student will work with his/her counselor to draft a schedule that reflects the student's request, within reason. Students participating in extracurricular athletics or activities must take a minimum of five classes to be eligible to participate.

Scholarship, admissions, and hiring committees look at the rigor of the class load of seniors during their second semester to determine who is most likely to follow through and succeed. Your high school transcript, including your choices about your course load, can reflect positively or negatively when applying for scholarships, programs, and jobs. **We highly recommend taking a full class load, with a balance of rigorous courses, to reflect your efforts in receiving the best education possible and your dedication towards that goal.**

GRADUATION REQUIREMENTS

To graduate and receive a diploma from Fort Morgan High School, students must complete the following:

- Attend classes regularly in compliance with district attendance policies.
- Complete 48 semester credits.
- Demonstrate College and Career Readiness (CCR).
- Choose a Graduation Pathway.

Menu of College and Career-Ready Demonstrations:

Accuplacer:

Classic	Reading, Writing and Communicating 62 on Reading Comprehension or 70 on Sentence Skills	Mathematics 61 on Elementary Algebra	The Accuplacer is a computerized test that assesses reading, writing, math, and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels.
Next Generation	Reading, Writing and Communicating 241 on Reading or 236 on Sentence Writings	Mathematics 255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)	

ACT:

Reading, Writing, and Communications 18 on ACT English	Mathematics 19 on ACT Math	ACT is a national college admissions exam. It measures four subjects – English, reading, math and science. The highest possible score for each subject is 36.

ACT-WorkKeys:

Reading, Writing, Communicating, and Mathematics Bronze or higher (a score of at least 3 in all three assessments)	ACT- WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students must score at the bronze level (a score of at least 3) in all three assessments – Applies Mathematics, Graphic Literacy and Workplace Documents – and they will earn the ACT's National Career Readiness Certificate.

Advanced Placement:

Reading, Writing and Communicating 2	Mathematics 2	AP exams test students' ability to perform at a college level. Districts choose which AP exams with fulfill this menu option. Scores range from 1 to 5 (highest).

ASVAB:

Reading, Writing, Communicating, and Mathematics 31 on the AFQT	The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 on the AFQT are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.

Concurrent Enrollment:

Reading, Writing and Communicating Passing grade per district and higher education policy.	Mathematics Passing grade per district and higher education policy.	Concurrent Enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determined passing grades for credit and concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite directly prior to a credit-bearing course or 2) a credit-bearing course, and 3) governed by a district-level cooperative agreement or MOU. Districts choose which courses will fulfill the option.

District Capstone Project:

Reading, Writing and Communicating Individualized	Mathematics Individualized	District Capstone Project is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a students' best work.

Industry Certificate:

Reading, Writing and Communicating Individualized	Mathematics Individualized	Industry Certificates are credentials recognized by business and industry. They are district determined, measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry.

SAT:

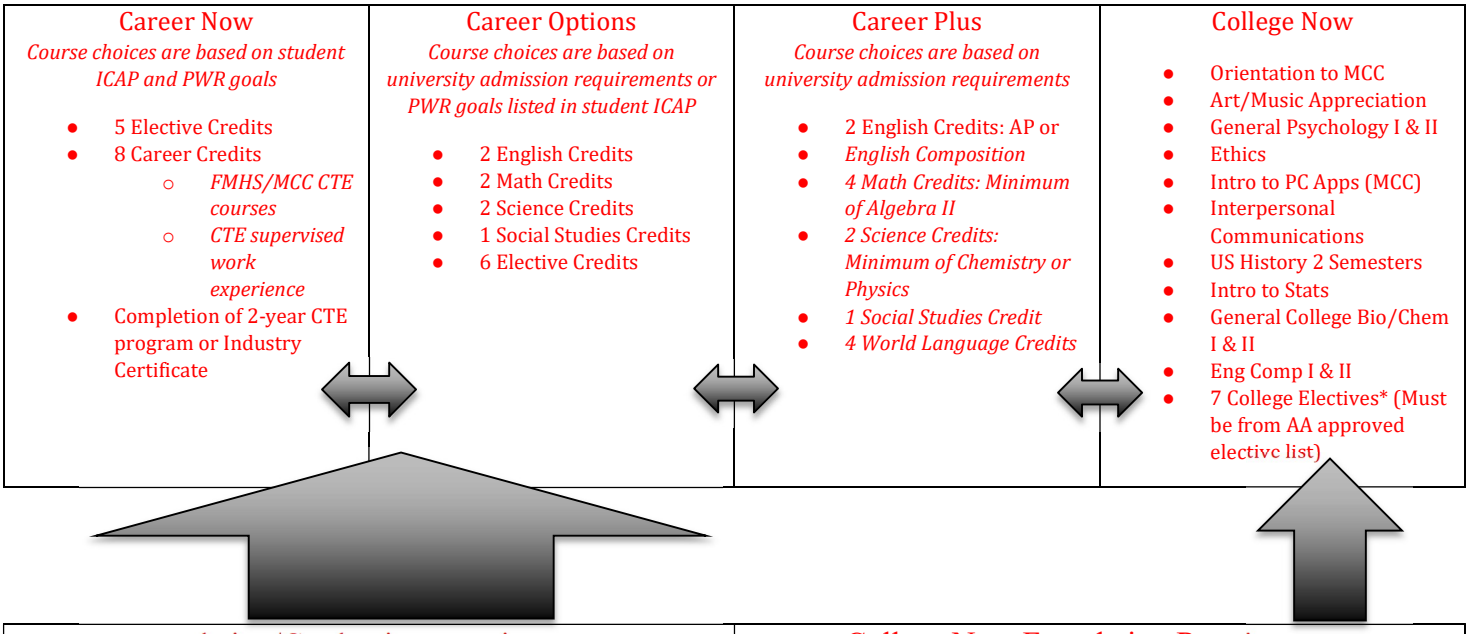
Reading, Writing and Communicating 470	Mathematics 500	SAT is a college entrance exam. The SAT includes sections on reading, writing and math. The highest possible score for each section is 800.

Fort Morgan High School Graduation Pathways

File: IKF

~~Effective with the graduating class of 2024, graduation from Fort Morgan High School requires a completion of a minimum of forty-eight (48) credits and meeting one of the Colorado Department of Education Menu of Options criteria.~~ Graduation Pathways are designed to give each student a well-balanced and comprehensive high school education informed by their interests and post-secondary goals. Classes, when carefully selected, will help students explore their own interests and develop abilities to support a successful transition to life after high school. All students will start in the Career Options pathway. Through advisory activities, and conversations with advisors, counselors, and homes, students will plan and declare a pathway prior to their junior year.

- **Career Now** – intended for students who have specific academic requirements and need additional guidance for their course of study; students may earn a professional certification upon graduation.
- **Career Options** – intended for students with goals and plans to obtain a 2- or 4-year degree or professional certification.
- **Career Plus** - intended for students with goals and plans to obtain a 4-year or advance.
- **College Now - intended for students who wish to pursue an Associate of Arts Degree while in High School.**



EARLY GRADUATION

See FMHS Student Registration Guide for information on how to qualify for early graduation.

HONORS PASS

Any junior or senior who:

(1) has a cumulative GPA of 3.25 or higher and/or has perfect attendance with no tardiness and/or no behaviors or concerns for the previous semester.
(2) has passed all courses in the previous semester.
(3) is enrolled in appropriately rigorous coursework in the four core areas of English, Math, Science, and Social Studies.

May elect to have an Honors Pass as his/her schedule allows. No student will have more than one Honors Pass per semester. The privilege may be revoked at any time if abused. Speak with your counselor if you qualify and are interested in this opportunity.

INDEPENDENT STUDY CONTRACTS

See the FMHS Student Registration Guide for information on independent study contracts.

SCHEDULE CHANGES

Students and parents should review schedules carefully. Adding and dropping classes will be allowed until the 3rd school day of each semester. There is NO guarantee that a student's request to change his/her schedule will be granted. Counselors and administration will review individual cases in the event of serious extenuating circumstances, i.e., improper placement, or compelling academic reasons for change. Exceptions may be made in extenuating circumstances by an administrator.

TRANSCRIPT REQUESTS AND FEES

You can request official transcripts for colleges, scholarships, and NCAA. You must submit your request to the registrar in the Counseling Center two weeks before the deadline. Transcripts will be sent electronically or through the mail. It is your responsibility to follow through with the receiving entity to make sure they have received your transcript. Institutions can take up to three weeks to process receipt of transcripts. No charges for transcripts while you are in high school. A $5.00 fee will be charged per transcript once you graduate from FMHS.

Academic Transcript Maintenance by FMHS shall contain the following student information: Semester grades, Immunization Information, Student Pictures, Place and Date of Birth, Guardian Information, and Dates of Attendance. Student refusals to participate in the FMHS testing program are also noted.

TRANSFERS AND WITHDRAWALS

Students who are going to transfer or withdraw from school should start the withdrawal process in the Counseling Center prior to their last day of school. Parents must come into the Counseling Center to sign their student out of school. On the day of withdrawal, students must turn in all necessary books and materials after which time an exit interview will be conducted by the Counseling Staff. **Students should be certain that all fines are paid at the time of withdrawal.** When students transfer to a new school in mid semester, they will normally be enrolled with a schedule that will allow them to complete the courses they were taking at their previous school. However, if comparable courses are not available at the new school, the students may not receive credit for those courses where no match could be found. Students transferring into Fort Morgan High School with less than four weeks remaining in the semester should plan to make arrangements to receive semester credit from their previous school for those courses that could not be taken at Fort Morgan High School. Students transferring from Fort Morgan High School with four or fewer weeks remaining in the semester may receive credit from Fort Morgan High School if the requirements for the course can be met.

Students, who voluntarily withdraw, may be re-admitted with conditions for readmission set by Fort Morgan High School Administration. Students who have been expelled or suspended for the duration of the semester will not have an opportunity to enroll before the following semester. In this case, conditions for readmission to Fort Morgan High School will be determined by the Superintendent.

WEIGHTED COURSES

See FMHS Student Registration Guide for information on weighted courses.

GENERAL INFORMATION

ADVERTISEMENTS, BULLETIN BOARDS, AND POSTERS

Student groups may display important notices, posters and fliers in designated areas and public bulletin boards after an administrator has approved them. Fliers or advertisements may not be placed on windshields of vehicles on campus. Posting notices of private profit-making organizations are prohibited. The main office will stamp approval on all advertisements prior to being posted within the school.

ANNOUNCEMENTS - BULLETIN AND P.A. SYSTEM

Daily announcements appear in the Daily Bulletin and will be emailed to all students and staff. The bulletin will be read daily over the overhead intercom system. The bulletin will also be posted outside of ~~at~~ the Main Office, emailed to students and posted in Infinite Campus. Those wishing to have announcements for their club or activity included in the bulletin must submit the item by 3:15 p.m. the previous day to the Main Office. Our goal is to make sure that information is dispensed in a manner that does not take too much time away from the classroom. The Daily Bulletin is also posted on the school web site at http://highschool/fortmorgank12.com.

ASSEMBLIES

Assemblies and pep rallies are provided for the education and entertainment of the student body. Assemblies will be scheduled at times designated by administration. Attendance at assemblies by students and teachers is required unless otherwise posted.

ATHLETIC TEAMS AND HEAD COACHES

Fort Morgan High School is proud of a long tradition of participation and successes in the extra-curricular activities endorsed by the Colorado High School Activities Association (CHSAA). Fort Morgan High School is a member of the Patriot League. Fort Morgan competes in fifteen interscholastic athletic programs at the 4A/3A level.

SPORT	HEAD COACH
Baseball	Josh Langford
Basketball, Boys'	David Marquez
Basketball, Girls'	~~Brett Andersen~~ Jayme Stringham
Cheerleading	~~Kemma Bowen~~ Saadiqah Townsend
Cross Country, Boys' & Girls'	Mike Mason
Football	~~Ty Davies~~ Harrison Chisum
Golf, Boys' & Girls'	Greg Gotto
Gymnastics	Nicole Bowles
Soccer, Boys'	Eddy Estrada
Soccer, Girls'	Elizabeth Hannemann
Tennis, Girls	Kendra Bell
Track, Boys' & Girls'	Nolan Meyer
Volleyball	~~Nicole Andersen~~ Makenzie Harris
Wrestling, Boys'	Kyle Graulus
Wrestling, Girls'	Andrea Vigil

BUSES

School buses are provided for students living outside the city limits. Any questions regarding bus routes or pick-up times should be referred to the district transportation office at 970-867-2263. Reference policy JICC and JICC-R for student conduct on buses information and behavior.

CAFETERIA AND COMMONS

The school cafeteria provides a variety of hot and cold meals. Breakfast is served for $1.75 per day from 7:~~30~~15 a.m. – 7:55 a.m. Lunch is served for $3.00 Tuesday through Friday. Adult meals are $3.00 for breakfast and $5.00 for lunch. It is expected that student behavior during the lunch period is considerate and responsible. During lunch, students may eat in the commons, or other designated areas.

POLICIES

- The Fort Morgan School District participates in the National School Lunch and the National School Breakfast Program. This enables parents to fill out an application and, based on income, be allowed to participate in the Free and Reduced Lunch program and the Breakfast program. If your family is approved for this program the status is the same for breakfast as for lunch. **Each family must complete a form at the beginning of each school year.**
- Student lunches will be served as Offer vs. Serve style, with the student taking a main dish and vegetable and then 2 other choices for a meal. They may certainly take all items offered that day but are required to take at least 3 items.
- Students are expected to clean up after themselves.
- Students can make deposits to their lunch and breakfast account using their FMHS ID card. The card is scanned, and the amount of the lunch or breakfast is taken out of their account at the time of service.

For questions on the school district lunch policies, please contact Ashley Strauch at 970-370-6102.

CLUBS

Fort Morgan High School offers its students several clubs and activities. Any group wishing to organize a club should have all the following:

1. Goals, objectives, and activities that are of constructive value to that group and to the school in general.
2. A constitution which specifies the leadership structure, mission, meeting times, by-laws, etc., of the proposed organization. The constitution and a charter application should be submitted to Leadership in Action.
3. Leadership In Action approval of the charter, with final approval by the Activity Director for final approval.
4. A member(s) of the Fort Morgan High School faculty as one of its advisors.
5. Equal opportunity for membership among eligible Fort Morgan High School students who might wish to participate.
6. A list of interested students.

New Club Procedure forms can be picked up in the main office. Return completed forms to the Administrative Assistant to start the approval process for your new club.

CLUBS AND SPONSORS

Club	Sponsor
Art Club	Carol Boodakian
Book Club	Lori Whitman / Meena Luark
Chess & Board Game Club	Ricky Partney
Diversity Club	Lilibeth Bendol
Dungeons & Dragons Club	Ian Blake
FBLA	Rebecca Schmidt/Brian Whitney
FCA (Fellowship of Christian Athletes)	Brett Andersen/Nicole Andersen
FCCLA	Angela Smith/Alicea Einspahr
Fellowship of Christian Students	Zach Stream/Brett Andersen
FFA	Greg Ditter/Danica Farnik
Forensics	Therese Rich
FM Adventure Seekers	Cherelle DeVries/Alicea Einspahr
GSA	Dencia Kudron
Investment Club	Himanshu Sharma
Knowledge Bowl	Brian Whitney
Library Ambassador Club (Includes FM Speaks, Poetry Out Loud, Writers' Workshops, etc.)	Lynell Jamieson
LULAC	~~Heldwin Brito~~
Mini Mustang Mentors	Dencia Kudron
Mock Trial	Terri Rich
Model United Nations	~~Kyla Carpenter~~ Cory McDaniel
Mustang Pride	Liz Schmidt
National Honor Society	Cherelle DeVries
Special Olympics	Lisa James
Thespians	~~Meagan Morrow~~ Adam Tiscareno Maston
Vocal Jazz Ensemble	Elise Cangro
YES-O (Youth for the Environment in School Organization)	Mary Yangzon

DANCES

Any Fort Morgan High School student in good standing may attend dances. Dances are considered an extracurricular activity, and thus a student will not be allowed to attend a dance if they are ineligible for that week. They may not be failing more than one class as reported on the weekly failure list or at the conclusion of the last grading period. Students not having ID cards will not be admitted to dances to include Homecoming and Prom. All school rules, including dress code, will be enforced at dances unless specific exceptions have been announced prior to the dance. Homecoming is a semi-formal dance that requires special attire, i.e., ties and slacks for boys and dresses for girls. Junior/Senior Prom is a formal dance requiring a coat and tie or tuxedo, and long or short dresses. Appropriate dress is an expectation, and a student may be asked to leave and change clothes if the dress code is not followed. Students may not bring drinks or snacks acquired outside the building to dances. Students may bring guests who do not attend FMHS to Homecoming and Prom only upon completion and approval of a permission form available from the Assistant Principal/Activities Director's office prior to the week of the dance. No one younger than 9th grade will be admitted to dances. No one older than 21 will be allowed to attend school dances. Students who are suspended will not be admitted to dances. Students must clear their fines and fees prior to admittance to dances. Dances will end at 11:00 p.m. unless otherwise noted. If a

student leaves a dance, they may not re-enter. School officials reserve the right to make decisions on suitable dancing and individuals who engage in dancing behaviors that are inappropriate, or unsafe will be removed from the dance and parents/guardians will be notified.

FIELD TRIPS

Field trips may potentially involve risks and responsibilities for your child that are beyond the scope of those normally associated with educational activities at school. Such risks are personal injury and/or damage to personal property. Students attending a field trip are required to fill out a Student Permission Form (provided by the field trip sponsor/teacher). To account for all students, passengers are required to be on the list of the appropriate driver. Students 18 years of age or older are still required to provide the Student Permission Form and get approval from the principal and/or designee prior to participating in a field trip event.

GIFTS

Gifts of cut flowers, potted plants, and balloons etc. **are to remain in the Main Office and students are not to take them into the classroom.** Students may pick them up at the office after school.

HEALTH

Registered Nurses are employed by the School District and are available during school hours. School Nurses serve more than one school within the district and may not always be on the premises, however, are on-call for all questions and emergencies. Your student's school has trained designated staff that can answer your questions, give medications, and provide emergency first aid for students when the nurse is not in the building.

IMMUNIZATIONS

An immunization record must be presented when registering students for school. If the student's immunization record is not complete, parents will be notified and must decide to present the appropriate documentation of immunizations, or a plan of progression toward immunization compliance. No student is permitted to attend, or continue to attend, any school in this district without meeting the legal requirements of immunization against disease. Exemptions for immunizations include health, religious, and/or personal reasons, as provided for by the law. To be exempt, a parent/guardian must present the appropriate and signed paperwork.

MEDICATIONS

Before bringing any medication to school a parent/guardian needs to check with their doctor to determine if the medication must be given during school hours. Schedules can usually be set up so medications can be given at home. Medication will be given at school **only** if the effectiveness is altered by not giving it during the school day. Any medication that must be given at school requires written permission from the student's doctor and parent/guardian. This includes both prescription and non-prescription (over the counter) medication. Medication must be brought to the school by an adult. Prescription medications must come in a pharmacy-labeled container with the name of the student, the name of the medication, medication dosage and instructions for administering the medication. The pharmacy name and phone number and the doctor prescribing the medication must also be included on the label. Non-prescription medications (over-the-counter medications) must be labeled with the student's name and packaged in the original container. Packaging 'dosage' instructions must match the signed doctor authorization. Any time medication dosages change throughout the year, all paperwork (written permission, pharmacy labels, etc.) will need to be replaced. All medication paperwork must be renewed at the beginning of each school year. Students are not allowed to carry any medication in their lunch bags, jackets, backpacks, etc. Exceptions to this rule include Inhalers, Epi-pens, Benadryl, and Diabetic medications. Written permission from the doctor and parent/guardian allowing the student to carry and "self-administer" must be noted on the appropriate documentation and approved by RN. Parents/guardians should consult with their School Nurse assigned to their student's building. Under no circumstances will school personnel provide any medication to a student. Only the School Nurse or School Nurse's designee may administer medications to students. Qualified staff members must pass the Medication Administration class and have delegation privileges from the individual School Nurse responsible for their school. **ONLY** School Nurses can provide "Emergency Delegation" in individual circumstances.

LIBRARY/MEDIA CENTER

The Fort Morgan High Library is open from 7:30 am - 4:00 pm when school is in session. Students may use the library before and after school or during lunch to read, do homework, or use a computer. During class time, they must have a pass from their teacher. Students must present their current ID card to check out library books.

Library books are checked out for a minimum of 2 weeks at a time but can be renewed unless another student has requested the book. To avoid fines, turn in your book on or before the due date. Overdue fines are 10 cents a day, with a maximum overdue fine of $5.00. You will be charged full replacement cost if you fail to return a library book.

LOST AND FOUND

Lost items turned into the office will be held until the end of the semester. If there is identification on the item, every effort will be made to contact the owner. All unclaimed items will be given to a local charitable organization in December and June.

PARENTAL INVOLVEMENT ROLE OF PARENTS

Although the purpose of information in this handbook is specifically designed for students attending FMHS, as teachers, administrators, staff, and as a community, we greatly appreciate your involvement in the educational process of your child. We simply cannot be successful in fully educating your child without your efforts and assistance. FMHS would like to welcome you to attend or join our District Accountability Committee or welcome any other suggestions that you may have to improve our existing building or policies. As always, your efforts and support are most appreciated.

CAMPUS PARENT PORTAL

As a parent, a critical role in your students' education is how you monitor and encourage progress throughout the academic year. The Fort Morgan School District offers a great opportunity to monitor your child's progress through Campus Parent. Campus Parent is a web-based program that is a component of our Infinite Campus Data System. All you need to view your child's grades, behavior, lunch account, and even his/her fines is a computer with an internet connection. If you have not signed up for Campus Parent, or have simply forgotten how to access Campus Portal, we would be more than happy to assist you in the process. Simply stop in at the Counseling Center or the District Support Center, and we can help.

SCHOOL COMMUNICATION

- Website http://www.fortmorgank12.com and access our webpage by clicking on schools and then FMHS.
- Daily announcements that can be accessed via Campus Parent in Infinite Campus or on the school website under Announcements.
- Call the FMHS Main Office at 970.867.5648 or the Attendance Line at 970.370.6690 if you want to report your child's absence, or if you want to speak with an administrator or a teacher.
- Call the FMHS Counseling Center at 970.370.6682 if you need to talk with your child's counselor, requesting transcripts, wanting to enroll or disenroll your child, etc.
- Auto-Dialers are used by FMHS to report information to students and parents.

SPORTSMANSHIP EXPECTATIONS

- Positive and supportive behavior and sportsmanship are expected and emphasized at all school athletic events.
- Mustang fans and students will conduct themselves in a respectful manner in their interactions with guests, opponents, and game officials.
- Students will not engage in negative or offensive cheers or gestures during games or events.
- Students who persistently engage in inappropriate behavior may be removed and/or prohibited from attending all future contests. Students and fans are asked to observe league rules prohibiting signs and noisemakers at athletic contests.

STUDENT ACTIVITY ICON

We encourage all students to purchase an Activity Icon for $30.00. All money from the sale of activity icons is used to finance student activities and athletics. **Students participating in sports, cheerleading, yearbook, or music/band must purchase an activity icon.**

STUDENT IDENTIFICATION CARDS

Student identification cards will be issued to all students at the beginning of each school year. These photo cards must be carried while on school grounds and when attending school functions. Any student who does not have an I.D. card should report to the Main Office and a replacement I.D. will be supplied. The cost of replacement is $1.00. As its name indicates, an I.D. card is for the purpose of identifying the holder of the card, in this case, the student. On occasion the student may be asked to show her/his I.D. card to a staff member. Failure to do so constitutes a violation of discipline policy and will result in disciplinary action. Identification cards must be presented to enter school dances or athletic events at student prices, to gain Internet access, to check out materials from the library, or to leave campus during lunch.

TELEPHONES

If a student does not have a cell phone and needs to make an emergency call to parents/guardians, with the approval of the office staff, a student will be able to make that call from the Main Office. Phone messages for students are discouraged. In case of an emergency call from parents, every effort will be made to contact the student. Teachers are not authorized to allow students to use classroom telephones during class.

SAFETY AND SECURITY

ASBESTOS NOTIFICATION

To comply with the EPA AHERA regulations, Morgan County School District Re-3, along with all other schools in the United States, must notify all students, staff, and patrons that all schools have been inspected and that there are Management Plans available for inspection. These Plans are available at the Maintenance Office, 1301 East Riverview Avenue. Any remaining asbestos in the schools is in good shape and poses no danger. The district maintains periodic inspections every six months to comply with the regulations. If you have any questions regarding asbestos in Morgan County School District Re-3, please contact Mark Clapper at 970-542-1469, extension 58011.

EMERGENCY RESPONSE PROCEDURES

Safety is a priority at FMHS. We train our staff and students on the following emergency protocols.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT 1974 (FERPA)

The *Family Educational Rights and Privacy Act* (FERPA), a federal law, requires that Morgan County School District RE-3 and Fort Morgan High School, with certain exceptions, obtain a written consent prior to the disclosure of personally identifiable information from a child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the district to include this type of information in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production.
- The annual yearbook.
- Honor roll or other recognition lists.
- Graduation programs.
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of l965* (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify Fort Morgan High School in writing by August 31 of any given year. We have designated the following information as directory information:

- Student's name
- Address
- Date of Birth
- Grade Level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

LOSS/THEFT

Students should secure bicycles, automobiles, valuables, and their lockers because the school does not accept responsibility for personal articles and property in case of theft in the building or on school grounds. Students who lose or have reason to believe their personal property has been stolen/vandalized should contact the School Resource Officer or Assistant Principals.

NOTE: The school does not take responsibility for your personal belongings. Please exercise care in what you bring to school and where you leave it. Do not share your locker combination with anyone. Always, no matter how hurried you are, make sure that both locker compartments are secure in your hall locker and that your gym locker is secure.

MANDATED REPORTER

All FMHS and MCSD employees are considered mandated reporters. A mandated reporter is obligated by law to report known or suspected incidents of child abuse and/or neglect for children up to age 18. For more information on this obligation, please see state statute C.R.S. 19-3-304.

OPEN AND CLOSED CAMPUS

CLOSED CAMPUS (EXCLUSIVE OF LUNCH)

Students are to remain on school grounds, either in a classroom or designated areas, unless permission to leave is received from the Main Office. Students who leave during the school day must get permission from the Main Office in advance and sign out at the attendance window on the day of the absence. Students who return to school or come after classes begin must sign in at the attendance window. Parking areas are considered "off campus" during school hours. Consequences for repeated violations of the closed campus policy may include detention, in-school suspension, out-of-school suspension, or community service.

OPEN CAMPUS LUNCH TERMS AND CONDITIONS

Open campus means that students can leave the campus grounds for lunch. Open campus is a privilege, and this privilege will be revoked if regulations are not followed. Attendance and behavior requirements must also be met for students to receive open campus privileges even if students meet the academic requirements.

- All freshmen (9th grade) will have closed campus for the duration of the school year.
- All sophomores (10th grade) will have closed campus for the 1st semester.
- Sophomores who achieve a 1st semester GPA of 3.0 or above and have no D's or F's for a weekly grade will be awarded open campus privileges during the noon hour on Wednesdays and Fridays for the second semester of the school year.
- All juniors (11th grade) and seniors (12th grade) will have open campus throughout the school year. However, if a junior or senior receives a D or F for a weekly grade, they must attend Content on Wednesdays and Fridays, prior to leaving campus for lunch.

Students may leave the campus during their lunch in accordance with the above stipulations, provided their parents or guardians have completed the Online registration giving permission for their student to leave campus. Completion of OLR form is to ensure

that parents/guardians are aware that their student may leave campus during lunch. However, this privilege may be revoked for improper student behavior including, but not limited to, unexcused absences and tardiness resulting from students not returning on time and for inappropriate behaviors while off-campus. Parents/guardians may also deny permission for their student to leave campus during lunch.

PARKING

All students who drive to school must:

(1) register their vehicle with the main office to receive a $1 Parking Sticker, which will be placed on the lower passenger side of the windshield, and
(2) park in their designated lot, and not on any street.

Any student who is parked on or off school property and is not parked in a designated area, is subject to a $25.00 fine paid to FMHS.

All freshmen (9th grade) and sophomore (10th grade) students are to park in the gravel parking lot across the street from the front of the school. All junior (11th grade) and senior (12th grade) students are to park in the northwest lot behind the school.
Students are not to park in street areas and will be subject to receiving a ticket from FMHS. Driving to school is a privilege, and continued violation of parking infractions may result in a student's loss of privilege to park on school grounds.

SCHOOL RESOURCE OFFICER (SRO)

Fort Morgan High School participates in a partnership with the Fort Morgan Police Department known as the School Resource Officer (SRO) Program. The purpose of the SRO Program is to ensure a safe learning environment, improve relations between law enforcement and students, and to be a resource to students, staff, and parents. The SRO will handle complaints such as theft, harassment, motor vehicle accidents on school grounds, possession and/or use of illegal substances, as well as all other situations of a criminal nature. The SRO maintains an office in the library hall on the west side in Room 259. Students are encouraged to stop in or contact the officer at 970-867-5648.

VISITORS

The Board encourages parents/guardians and other citizens of the district to visit classrooms at any time to observe the work of the schools. To ensure that no persons enter buildings with wrongful intent, all visitors to the schools shall report to the school office and obtain a visitor badge when entering. Visitors may be asked to show proper identification and must provide a reason for being at the school. Failure to comply with checking in with the office can result in a citation of trespassing. **Student visitors must receive at least 24-hour prior approval before being allowed to attend class with a family member or a friend.** We encourage all outside students wishing to visit our students and staff to please do so before or after school if possible. Teachers should notify the front office of impending visitors (example, guest speakers, trainers, coaches, etc.) to classrooms.

APPENDIX

DISTRICT POLICIES AND PROCEDURES

For a full copy and explanation of District Policies and Procedures, please go to the district website: http://www.fortmorgank12.com.

STATEMENT OF NON-DISCRIMINATION

Morgan County School District Re-3 is an Equal Opportunity Employer, subject to all federal and state laws and constitutional provisions. Morgan County School District Re-3 does not discriminate based on disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, age, or need for special education services. Contact Person – Superintendent, 715 W. Platte Avenue, Fort Morgan, CO 80701 – 970-867-6110.

SCHOOL SONGS

HAIL TO THEE (Alma Mater)

(Words by Tom Yates)

Hail to thee, our Alma Mater
Dear old Morgan High
Fame and glory shall become thee
As each year goes by.

Proud are we of our true colors
Symbols of thy fame
Hail to thee our Alma Mater
Hear the glad refrain.

When our school days are over
And we've said goodbye
Still our school lives on in mem'ries
That will never die.

FIGHT SONG

On, Fort Morgan,
On, Fort Morgan
Fight on for our fame,
Put the ball clear round the rival
Touchdown sure this time
Rah-Rah-Rah.

On, Fort Morgan,
On, Fort Morgan
Fight on for our fame,
Fight Mustangs, fight, and we
Will win this game.

Memorandum

To: Board of Education

From: Fort Morgan High School

Date: July 16, 2025

RE: Fort Morgan High School 2025-2026 Athletic/Activities Handbook changes

We have made the following changes for our 2025-20256 Athletic/Activities Handbook:

1. Page 3 — Added: Concussion Management Protocol, 21, 25, 26, 29, 30.
   Deleted: 22, 23, 26, 27
2. Page 4 — Deleted: 48120
   Added: 0120
3. Page 6 — Added: FM Adventure Seekers, Mini Mustang Mentors.
4. Page 7 — Added: 11. Coaches are expected to have up to date rosters, Statistics, schedules and results entered weekly into the MaxPreps platform.
5. Page 8 — Added: This includes being present until the last student/athlete is Picked up following events.
6. Page 9 — Added: Respecting the 24-hour period of no contact with coaches Following a game or contest.
7. Page 10 — Added: https://students.arbitersports.com/programs/2025-2026-fort-morgan-high-school-registration.
8. Page 11 — Deleted: If a student participate serves a full day in ISS (In School Suspension) on a game day, he/she will not take part in a contest on that day.
   Added: If a student participant receives ISS or OSS they are not allowed to participate in any athletic contest or practice until their suspension has been served in full. They may return to participation the following day.
9. Page 12 — Added: or officials.
10. Page 15 — Deleted: (See AD for more information)
    Added: Refer to CHSAA website for sport regain dates.
    Deleted: Any student participant serving suspension will be eligible for practices but prohibited from activities/contests during the time of the suspension.
11. Page 18 — Added: This includes the use of or possession of a vape device or

Paraphernalia.

Deleted: remaining, participates

Added: Scheduled, takes part in.

12. Page 19 Deleted: participates, competition season

Added: scheduled, takes part in. total scheduled contests the participant takes part in.

13. Page 22 Added: Concussion Management Protocol information

14. Page 30 Added: Warning: Although participation in supervised interscholastic Athletics and activities may be one of the least hazardous in which any student will engage in or out of school, BY ITS NATURE, PARTICIPATION IN INTERSCHOLASTIC ATHLETICS INCLUDES A RISK OF INJURY WHICH MAY RANGE IN SEVERITY FROM MINOR TO LONG-TERM CATASTROPHIC INJURY. Although serious injuries are not common in supervised school athletic programs, it is impossible to eliminate this risk.

Added: Players must obey all safety rules, report all physical problems to their coaches, follow a proper conditioning program, and inspect their own equipment daily.

Added: Fellowship of Christian Students, FM Adventure Seekers, Library Ambassador Club, Mini Mustang Mentors, Vocal Jazz Ensemble.

Fort Morgan High School

Athletics & Activities Handbook

FORT MORGAN HIGH SCHOOL COLORS

Cardinal, Black, and White

FORT MORGAN SCHOOL SONG

On Fort Morgan, on Fort Morgan
Fight on for our fame
Put the ball clear round the rival
Touchdowns sure this time
Rah-Rah-Rah.
On Fort Morgan, on Fort Morgan
Fight on for our fame
Fight Mustangs, fight and we
Will win this game.

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DISCRIMINATION DISCLAIMER

Employees, students, and parents are hereby notified Fort Morgan Public Schools does not discriminate based on race, color, religion, national origin, sex, handicap, or age in its educational programs, activities, or employment practices. There is a grievance procedure for discrimination concerns. Inquiries concerning any of the above or Title IX and Rehabilitation Act Regulations should be directed to Jason Frasco, Human Resources Director, Morgan County School District Re-3, 715 W. Platte Avenue, Fort Morgan, Colorado 80701, and phone 970-867-5633, extension ~~48120~~ 0120. There will be no discrimination or retaliation against any member of the school community for his/her participation in the presentation or resolution of a complaint.

STATEMENT OF CODE OF ETHICS COLORADO HIGH SCHOOL ACTIVITIES ASSOCIATION

To be of maximum effectiveness in serving and fostering the education of the students so entrusted to us and in promoting and supplementing the regular curriculum, it is the duty of all concerned with our secondary athletic and activities programs to:

1. Cultivate an awareness that participation in athletics and activities is part of the total educational process and as such, the coach/advisor should neither seek nor expect academic privileges for the participants.
2. Emphasize the proper ideals of sportsmanship, ethical conduct, and fair play as they relate to the lifetime impact on the participants.
3. Develop a working awareness and understanding of all rules and guidelines governing competition, both in letter and intent.
4. Recognize that the purpose of athletics and activities is to promote the physical, mental, moral, social, and emotional well-being of the individual participants.
5. Avoid any practice or technique which would endanger the present or future welfare or safety of any participant.
6. Adhere to policies which do not force or encourage students to specialize or restrict them from participation in a variety of activities.
7. Refuse to disparage an opponent, an official, an administrator or spectator in any aspect of the activity.
8. Strongly encourage the development of proper health habits: the non-use of chemicals, including alcohol, steroids, tobacco in any form and other mood-altering substances.
9. Always exemplify proper self-control, accepting adverse decisions without public display of emotion or dissatisfaction with the officials or judges.
10. Encourage all to judge the true success of the athletic and activities programs based on the attitude of the participants and spectators, rather than based on a win or loss.

PURPOSE

The purpose of this handbook is to communicate to parents, athletes, coaches, and administrators the philosophies, standards, rules, and expectations applicable to participants in the Morgan County School District interscholastic athletic/activities program. The clear understanding and consistent application of these matters will help ensure that students have the best possible experience in their respective athletic/activity programs.

ATHLETIC/ACTIVITY GOAL STATEMENT

Our mission is to provide opportunities for students to enrich their high school experience through participation on competitive athletic teams and extra-curricular clubs. We are dedicated to providing experiences that promote character development, integrity, sportsmanship, and a strong work ethic, while complementing the academic curriculum

ATHLETIC PHILOSOPHY

Fort Morgan High School believes that a safe and dynamic athletic program is an integral part of the total educational process and is vital to the character and educational development of all student athletes. Fort Morgan High School's athletic programs provide a variety of experiences that aid in the development of favorable habits and attitudes in students that will prepare them for adult life, including physical development, coordination, a healthy self-concept, pride, and good sportsmanship. Good sportsmanship practices have lifelong values. The athlete who acts fairly, who observes laws and customs, who treats others with consideration, and who takes adversity with dignity earns respect. Students in today's schools are tomorrow's community citizens, and as adults will demonstrate many of the attitudes they are now learning.
Fort Morgan High School's interscholastic athletic programs follow the constitution and bylaws of the Colorado High School Activities Association and affiliated leagues.

Varsity
Varsity-level programs are the most competitive of the athletic programs and, for that reason, include the most skilled and/or well-prepared student athletes. The student athlete earns the privilege to make the team. It is the coach's responsibility to field the most competitive team available; starting position and athlete playing time is at the coach's discretion.

Sub-Varsity
Sub-varsity programs are focused on the development of skills necessary for participation on the varsity level. The student athlete earns the privilege to make the sub-varsity team. The coach of any sub-varsity program should emphasize development of areas needing improvement on an individual and team basis. The coach will be encouraged to play as many participants as possible.

ACTIVITIES & ATHLETIC OFFERINGS:

Athletics – Fall Sports

- Football
- Volleyball
- Cross Country
- Cheer
- Gymnastics
- Boys Soccer
- Boys Golf

Athletics – Winter Sports

- Boys Basketball
- Girls Basketball
- Wrestling
- Cheer

Athletics – Spring Sports

- Girl's Tennis
- Girls' Soccer
- Girl's Golf
- Track and Field
- Baseball

Activities

- Art Club
- Book Club
- Chess Board & Games Club
- Diversity Club
- Dungeons & Dragons Club
- FBLA
- FCA (Fellowship of Christian Athletes)
- FCCLA
- Fellowship of Christian Students
- FFA
- Forensics & Mock Trial
- FM Adventure Seekers
- GSA
- Investment Club
- Knowledge Bowl
- Library Ambassador Club
- LULAC
- Mini Mustang Mentors
- Model United Nations
- Mustang Pride
- NHS (National Honor Society)
- Special Olympics
- Thespians
- Vocal Jazz Ensemble
- YES-O

FMHS STUDENT ACTIVITY/ATHLETIC FEES

ATHLETIC PARTICIPATION FEE PER SPORT	$50.00
ACTIVITY PASSES:	
STUDENT	$30.00
GAME ADMISSIONS:	
STUDENT/SENIOR	$6.00
ADULT	$7.00

* PRICES WILL BE DIFFERENT FOR PLAY-OFF GAMES

*ONLINE TICKETING AVAILABLE @ https://gofan.co/app/school.CO11687

FMHS PARTICIPANTS OF ACTIVITIES/ATHLETES ARE EXPECTED TO:

1. Know, understand, and strive to achieve the goals as outlined in the Activity/Athletic Goal Statement.
2. Maintain academic eligibility.
3. Take responsibility for his/her behavior and to set a good example on the playing field, in the classroom, and outside of school.
4. Commit themselves to the activity/sport in which they are competing by a willingness to work hard and give 100%.
5. Shows good sportsmanship and respect for teammates, opponents, officials, advisors/coaches, parents, and other students.
6. Keep open and honest communication with teammates, advisors/coaches, and parents.
7. Develop a clear understanding of the fundamentals of their sport, and to improve in their ability to participate both physically and emotionally.
8. Be prepared mentally, physically, and emotionally for practice and games.
9. Set realistic goals and to strive to achieve them.
10. Keep things in perspective and always work towards maintaining a hard-working, positive attitude.
11. Enjoy themselves and have fun during their activity/athletic experience in Fort Morgan Public Schools.

FMHS EXPECTATIONS OF ADVISORS AND COACHES:

1. Know and ~~to~~ teach the goals as outlined in the 9-12 Activity/Athletic Goal Statement.
2. Help each participating student to achieve a high level of skill, an appreciation for the values of discipline and sportsmanship, and an increased level of self-esteem.
3. Demonstrate the basic ability to communicate effectively and to get along with young people.
4. Show support of other advisors/coaches and their programs by encouraging students to participate in various programs and by working at other activities and by attending other activities throughout the school year.
5. Demonstrate the ability to treat students, officials, opponents, and fans in a sportsman-like manner.
6. Know and enforce the rules of the School District, League, State, National Federation, and the sport.
7. Plan, organize, and conduct activities/practices that teach fundamentals leading to the success of the group.
8. Strive to instill a positive work ethic and healthful life skills in students.
9. Complete all necessary paperwork to meet various deadlines. (All player paperwork and user fees must be turned in before individuals will be allowed to participate / practice).
10. Promote their sport and the Activity/Athletic program through sound public relations, particularly in working with the media.
11. Coaches are expected to have up to date rosters, statistics, schedules and results entered weekly into the MaxPreps platform.

12. Stay abreast of the latest methods and techniques of their activity in every way available, including attending in-service programs and clinics.
13. Insure a healthy and safe environment by using safe procedures and being responsible for the safety of those in the Activity/Athletic program.
14. Supervise their activities until the activity/sport is over and the students safely leave school property. This includes being present until the last student/athlete is picked up following events.
15. Fill out an accident report if an accidental injury occurs under their supervision.
16. Be responsible for the care and security of equipment and facilities.

FMHS EXPECTATIONS OF ADMINISTRATORS:

1. Know, understand, and be committed to the 9 -12 Activity/Athletic Mission and Goal Statements.
2. Know and enforce the rules of the School District.
3. Support on a fair basis all participants/athletes and advisors/coaches who are involved in the Activity/Athletic programs.
4. Follow the District chain of communication policy, especially in terms of encouraging the resolution of the problem at the lowest level possible (usually at the participant-advisor/coach level).
5. Make sure that there is a process in place to handle problems efficiently and effectively through the chain of communication, making sure of follow-up on the results.
6. Provide proper supervision of advisors/coaches to ensure that the provisions of the 9-12 Activity/Athletic Mission and Goal Statements are being addressed.
7. Help to discover and to provide opportunities for advisors/coaches to attend appropriate clinics and in-services.
8. Help educate parents and community members toward understanding the 9-12 Activity/ Athletic Goal Statement.
9. Organize and to facilitate the Activity/Athletic program while managing the Activity/ Athletic budget, facilities, and equipment.
10. Provide job descriptions, evaluation procedures, and annual in-service programs for advisors/coaches.

FMHS EXPECTATIONS PARENT/GUARDIAN

The role of the parent/guardian in the education of a student is important. The support shown in the home is often manifested in the ability of the student to accept the opportunities presented at school in the classroom and through co-curricular activities.

There is a value system – established in the home, nurtured in the school – which young people are developing. Their involvement in the classroom and other activities contributes to that development. Integrity, fairness, and respect are lifetime values taught through athletics/activities, and these are the principles of sportsmanship. With them, the spirit of the

competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results.

A true athlete, whether a student or a parent, is an effective leader within the school and the community. As a parent/guardian of a student, your sportsmanship goals should include the following:

Realizing that athletics/activities are part of the educational experience and the benefits of involvement go beyond the final score of a game.

- Encouraging our students to perform their best, just as we would urge them on with their class work, knowing that others will always turn in better or lesser performances.
- Participating in positive cheers that encourage our student athletes; and discouraging any cheer that would redirect that focus.
- Learning, understanding, and respecting the rules of the game, the officials who administer them, and their decisions.
- Respecting the task our coaches face as teachers and supporting them as they strive to educate our youth.
- Respecting our opponents as students and acknowledging them for striving to do their best.
- Developing a sense of dignity under all circumstances; and
- Respecting the 24-hour period of no contact with coaches following a game or contest.
- Being a fan…**not** a fanatic!

The parent/guardian has a major influence on the student athlete's attitude about academics and athletics. The leadership role taken by the parent/guardian helps create sportsmanship in the student athlete and will help influence our student athletes and our community for years to come. We look forward to serving you in the year ahead and appreciate your continued support.

ACTIVITY/ATHLETIC CODE OF CONDUCT

1. For the Activity/Athletic program to contribute to the functions, purposes and philosophy of the district, its primary objectives must relate to the teaching of wholesome attitudes and self-discipline. It must teach an appreciation for physical fitness, loyalty, personal sacrifice, dedication, and teamwork in conjunction with upholding traditions of excellence and high standards of personal behavior.
2. The conduct and general behavior of student participants is integral to the credit they can bring to themselves, their teams, their school, and their community. Thereby it is only reasonable that any participants conduct and general behavior that brings discredit or embarrassment to himself, his team, his school, and his community may result in temporary or permanent suspension from the Activity/Athletic program.
3. This high standard of conduct and behavior will be monitored and enforced throughout each school year. Consequences for any unbecoming conduct or conduct violating the established participation rules herein stated shall be enforced any time the participant is

currently participating in a sport or activity, or the next time a participant enrolls in a sport or activity during the present school year.

4. Specific requirements related to personal conduct for each activity/sport will be outlined by the advisor/coach. All participants will be expected to adhere to those requirements as well as to any school, district, league, and state requirements.

PRIOR TO CHECKING OUT FOR A SPORT:

Student athletes must complete each of the following steps before they are cleared to play a sport:

Student athletes along with the parent/guardian should read and become familiar with the **Fort Morgan High School Athletic/Activities Handbook.** At the end of the handbook is an **Acknowledgement**, which must be signed by the student athlete and the parent/guardian.

A **Fort Morgan Schools Activities/Athletics** form is filled out. By signing this form, the parent/guardian testifies:

- The student athlete has received a physical examination. The physician may provide his/her own physical examination form, in that event, the physician's form must be attached.
- Gives authorization for treatment of student athlete and acknowledges the risk of injury.
- The student athlete and parent/guardian must have appropriate medical/accident insurance. The student athlete must have insurance in one of the required formats:
    - The parent/guardian buy the insurance made available by the School District. The costs of all insurances, including insurance made available through the School District, shall be borne entirely by the parent/guardian.
    - The parent/guardian provide their own insurance.
- Student and parent must complete the online registration for CHSAA through https://students.arbitersports.com/programs/2025-2026-fort-morgan-high-school-registration
- Student/parent must submit payment to the Finance Secretary to receive the final white slip for clearance to participate.

Student athletes **must have all equipment turned in** if they were involved in a previous sport. This includes having fees paid for damaged or lost equipment. A student athlete will not be able to practice if they have missing equipment.

- Student athletes are expected to turn in all equipment at the conclusion of the sport's season on the date specified by their coach. The equipment should be washed, mended, and returned in good condition. **A fine, equal to the cost of the equipment, will be assessed to the athlete if the equipment is turned in late**. The equipment checked out shall be used for practices and competition as indicated and is not to be used outside of these times. Lost or stolen equipment is the responsibility of the

athlete.

- A student athlete who does not turn in a uniform will be responsible for the replacement value of the uniform and **will not be allowed to check out equipment for the next sport until the lost uniform has been returned or paid for**.

Each student athlete must pay a $50 participation fee for each sport in which he/she chooses to participate.

- **All student athletes are required to purchase an activity sticker.** Student athletes who drop with the consent of the coach within the first two weeks or who are cut by the coaching staff will receive a refund.

No student athlete may receive a cleared notice (white slip) for a sport later than 10 days from the day of the first practice. The only exceptions to this will be a student athlete transferring from another school. In the event an athlete wishes to check out for a sport after the 10-day period, the athlete must get permission from the Head Coach and Athletic Director. If a previous sport overlaps a current sport, the student athlete must make arrangements with the current coach regarding being excused from current sport practices.

STUDENT RESPONSIBILITIES

A student participant who has been in school all day must have permission of the coach directly in charge of that activity/sport to be excused from that day's meeting/practice. The participants must contact the advisor/coach before the beginning of practice.

- A student participant who has not been in school **the last three periods of the day or has had an unexcused absence for any period** of the day shall not take part in practice sessions for that day and may not participate in a contest on that day.
- **The exceptions allowed for missing ~~the last two periods of a block day or~~ the last three periods of a seven-period day are as follows:**
    - Required college or military appointments that could not be scheduled at another time.
    - Mandatory court appearances.
    - Funerals.
    - Dental or medical emergencies.
    - Dental or medical appointments that could not be made at other times.
    - Any other situations would require advanced approval from an administrator or the athletic director.
- **The student participant missing any portion of the designated periods of the school day for one of the listed exceptions must provide a note verifying the appointment. This note needs to be turned in to the main office when the student participant checks back in to school or to their coach if school has been dismissed when they return.**
- ~~If a student participant serves a full day in ISS (In-school Suspension) on a game day, he/she will not take part in a contest on that day.~~
- If a student participant receives ISS or OSS they are not allowed to participate in any athletic contest or practice until their suspension has been served in full. They may

return to participation the following day.

- A student participant who has checked out for a sport is bound by the team policies of that program and must make a personal commitment to that program. Student participants are expected to attend ALL practices, contests, and meetings unless the participant is ill or unless prior arrangements have been made with their coach. All other absences will be considered unexcused and will be dealt with accordingly.
- Insubordination to advisors/coaches or officials will not be tolerated. Such action may result in loss of participation privileges and/or eligibility.
- All student participants shall be responsible for their own actions in practices, during trips, in contests, in school, and in the community. Student participants may be removed and/or suspended from a program for inappropriate actions in any of these situations.
- Student participants who are habitually tardy to practices or absent from practices may be removed at the coach's discretion.
- Profanity by student participants at any time or in any situation will not be tolerated.
- Student participants will be expected to always show respect for all members of the coaching staff and their teammates.
    - Student participants are responsible for the care of all equipment they are issued and shall be fined if the equipment is lost or damaged beyond normal use. The head coach and athletic director shall determine the amount of the fine. Equipment shall be turned in on the day designated by the head coach; late items will result in a fine that is equal to the cost of the equipment.
- Student participants will obey all training rules of the Fort Morgan High School Activity/Athletic Department as well as those established by the mandatory contracts of individual coaches. At minimum, the following will be addressed in the contracts for individual activities/sports: practice rules, eligibility guidelines, dress code, grooming, lettering requirements, guidelines for level placement (Varsity, Junior Varsity, etc.), discipline policy, what parents can expect from coaches and what coaches will expect of parents.

COMMUNICATION MODEL

Communication Procedure

Before the start of each sport, the head coach will conduct a mandatory parent's meeting

regarding rules, regulations, and additional team rules beyond the Athletic Handbook.
A student athlete, parent, guardian, coach, or a member of the public with a concern or complaints should first try and resolve the matter directly and informally with the individual(s) concerned. This may be done either verbally or in writing to the individual(s) involved.
If the matter cannot be resolved informally at the initial level, the complainant should submit a written statement describing his/her concerns in a clear, specific, and detailed manner to the athletic director.

SQUAD REDUCTION/CUTTING POLICY:

In accordance with our philosophy of athletics and our desire to see as many students participate in the athletic programs as possible, we encourage coaches to keep as many students as they can without unbalancing the integrity of their sport. Time, space, facilities, equipment, personal preference, and other factors will place limitations of the most effective squad size for any sport.

Prior to trying out, the coach shall provide the following information to all athletes:

- extent of try-out period
- criteria used to select the team
- number to be selected
- practice commitment if they make the team
- game commitment

Condition for Refund

Once the athletic department receives confirmation from the coach that an athlete is no longer participating, refunds can be made according to the following conditions.

Condition for Refund	Refund Amount
● Student is cut from the squad after tryouts	100%
● Student quits the squad:	
○ First day through fifth day of practice	100%
○ Sixth day of practice to the day of the first official contest/event	50%
○ After the first official contest/event	No Refund
● Student sustains a serious injury or contracts a serious illness which will	

eliminate them for the entire season (a physician's note is required):
    - First day of practice to the first official content/event 100%
    - After the first official content/event 50%
    - After the second official content/event No Refund
- Student transfers out of school and sport:
    - First day of practice to the first official content/event 100%
    - Sixth day of practice to the day of the first official content/event 50%
    - After the first official content/event No Refund
- Student is dropped for disciplinary reason (No Exceptions) No Refund

The student athlete will need to meet with the Financial Secretary immediately to get a refund. Request of refund must be made within a week of being cut or quitting to receive payment.

INDIVIDUAL PROGRAM EXPECTATIONS

Each program has expectations in addition to the items covered in the Fort Morgan Activity/Athletic Handbook. The policies set forth in this handbook are the minimum standards of conduct for all student participants. Individual programs may set standards that exceed these policies provided the administration deems them appropriate and they are included in the coach's and advisor's contract with the participants. Said contracts will be reviewed on an annual basis by the Athletic Director. It is important that all student participants and parents/guardians understand these expectations and sign individual contracts per activity/sport.

TRIP BEHAVIOR AND EXPECTATIONS

- All student participants are expected to follow all policies of the transportation department during all trips.
- All student participants are expected <u>to ride the bus to and from all contests</u>.
- In special circumstances
    - Student participants must have pre-approval by the coach/advisor and AD if participant will not be riding the bus to the activity/contest.
    - Student participants can only have parents sign them out at the end of activities/contests to ride home with their parents.
- All activity/athletic teams are reminded that they represent their community and should conduct themselves in an honorable manner. Appropriate behavior is expected during the entire trip.
- All participant teams are expected to always treat our opponent's facilities with respect. Any damage caused by a student participant will result in a fine being assessed to the participant found liable.
- There may be times when teams will be allowed overnight trips. In these instances, the athlete must:
    - Abide by the curfew set by the head coach or advisor.
    - Not to be in different gender rooms at any time.

- Be aware that coaches/advisors may ask to check the participants bags before leaving and during the trip.
- Treat the hotel facility and staff with the utmost respect.

ACTIVITY/ATHLETIC LETTERING

In all cases, the judgment of the Head Coach/Advisor will be the deciding factor in determining who will become "candidate eligible" to be awarded a letter. However, here are some basic guidelines or general standards. More specific guidelines will be outlined in every activity/sport individual contract.

1. Must have completed the season, unless injured or excused by coach for special reasons.
2. Must have followed the Activity/Athletic Code.
3. Must have been in regular attendance at practices.
4. Must be a student in good standing.
5. Must have turned in all equipment and/or paid all fines and obligations.
6. An honorary letter will go to a foreign exchange student.
7. If for some reason injury prevents that person from meeting the requirements and in the coach's, opinion would have lettered had the injury not occurred.

ELIGIBILITY FOR PARTICIPATION IN FORT MORGAN PROGRAMS

- All first year ninth grade student participants are automatically eligible when they arrive at the high school.
- Students must be enrolled in the equivalent of five full credit classes. A student participant failing 2 or more classes each semester will be ineligible until credits are received via summer school, or until the next CHSAA regain date ~~(See AD for more information).~~ Refer to CHSAA website for sport specific regain dates.
- Eligibility is monitored on a weekly basis and will start after the 3rd full week of classes for each semester. Eligibility will be run every Friday at 2 pm. If a student is failing 2 classes at the time of the report, they will become ineligible the following Monday for the entire week. They may become eligible again if all failing classes are passing by the following Friday eligibility report. College classes will count towards eligibility.
- Students must be in good standing regarding attendance to participate.
- ~~Any student participant serving suspension will be eligible for practices but prohibited from activities/contests during the time of the suspension.~~
- Students are required to attend activities/practices.
- Any student participant referred to administration for discipline problems may be suspended or removed from their squad at the discretion of school administrators and/or the coach/advisor in charge.

- Advisor/Coaches are afforded the opportunity to have stricter guidelines for eligibility, written out in their individual team activities/contracts.

QUITTING OR DROPPING AN ACTIVITY/SPORT

There will be times when some participants find it necessary to quit an activity or playing a sport before, during, or after the season has started. Whatever the reason, a participant must follow the steps listed below:

- The participant should think the whole situation through and talk with the advisor/coaches to see if a solution can be reached.
- If a participant decides to quit, the participant must clean and turn in all equipment to the advisor/coach. If equipment has been damaged or if it is not turned in the participant will have a fee added to their student account.
- If the participant decides to quit an activity or one sport and join another, the participant must receive permission from both advisor/coaches and AD before beginning the new activity/sport.
- After the first competition participants will not receive a refund.
- If a participant decides to quit, the participants will not letter or be eligible for post season honors

PREPARING TO JOIN A CLUB

Students will meet with Club Sponsors and complete their membership requirements to participate in these individual activities and clubs. All activities/club members are expected to follow all code of conducts, eligibility requirements and substance abuse/drug screening procedures.

TRAINING CONTRACT

As a school we have a 365-day (calendar year) policy for all athletics and activities in which students can be involved.

TRAINING RULES

- The use or possession of alcoholic beverages is always prohibited.
- The use or possession of tobacco in any form is always prohibited.
- The use or possession of illegal drugs or narcotics is always prohibited.
- The use or possession of inhalants is always prohibited.
- Attendance at a party or get-together where underage consumption/use of alcohol or illegal drugs is taking place is always prohibited.

TRAINING POLICY'S PURPOSE

- To build character, morality, and responsibility into FMHS participants.

- To create uniformity of discipline action throughout the athletic/activity programs.
- To give FMHS participants a consistent set of training regulations to follow.

DEFINITION OF TERMS OF SUBSTANCE ABUSE POLICY

- **Controlled substance is any illegal substance or drug, in any form as defined under Colorado Law, including alcoholic beverages, tobacco, intoxicants, inhalants, and marijuana, and shall include any other substances represented as a controlled substance (look a likes) even if it is not actually a controlled substance.**

SCOPE OF SUBSTANCE ABUSE POLICY

The substance abuse policy shall apply to all Fort Morgan High School students enrolled in grades 9-12. The provisions and penalties of this policy shall be imposed without regard to whether the violation was related to a school event and regardless of the day of the week on which the violation occurred. All provisions and penalties of the substance abuse policy shall be cumulative in nature and should apply throughout the students' enrollment in Fort Morgan High School whether continuous or not.

SUBSTANCE ENHANCEMENT POLICY

Possession, use or distribution of substances or supplements used or intended for use for abnormal enhancement of athletic performance and/or may atypically alter a body's physiological function are not permitted. This may include, but are not limited to narcotics, stimulants, anabolic agents, diuretics, hormones, masking agents, and other such items. Penalty will be the same as for possessing tobacco products.

ALCOHOL, DRUG AND TOBACCO POLICY

Use of Alcohol
A student participant should not possess, use, transmit, sell or be under the influence of any alcoholic beverage. A student participant who finds himself/herself at places where underage drinking is taking place is expected to leave the area to avoid being associated with that behavior.

Use of Drugs
A student participant shall not knowingly possess, use, transmit, sell or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, caffeine-based pill, substances containing phenylpropanolamine (PPS), stimulant, depressant, inhalant, solvent, ephedrine, or intoxicant of any kind, whether prescription or sold over the counter. Proper use of a drug authorized by a medical prescription from a health care provider is not a violation of this rule. Possession of drug paraphernalia is also a violation of this rule as outlined by Fort

Morgan High School. A student participant who finds himself/herself at a place where any of the above substances are being used is to leave the area to avoid being associated with that behavior.

Use of Tobacco
A student participant shall not use or possess tobacco in any form, including but not limited to snuff, chewing tobacco, or smoking tobacco, on or off grounds of FMHS. This includes the use of or possession of a vape device or paraphernalia. A student participant who finds himself/herself at places where the above substances are being used is to leave the area to avoid being associated with that behavior.

VIOLATION OF ALCOHOL, DRUG AND TOBACCO POLICY

- **1st Offense** - Immediate suspension from 50% of the ~~remaining~~ total scheduled contests the participant ~~participates~~ takes part in. Tobacco will be a suspension of 25% of the ~~remaining~~ total scheduled contests the participant ~~participates~~ takes part in.
- **2nd Offense** - Immediate suspension from 75% of the ~~remaining~~ total scheduled contests the participant ~~participates~~ takes part in. Tobacco will be a suspension of 50% of the ~~remaining~~ total scheduled contests the participant ~~participates~~ takes part in.
- **3rd Offense** - Immediate suspension from all activities/sports for a period of 365 days from the day of the ruling is made. Tobacco will be a suspension of 75% of the ~~remaining~~ total scheduled contests the participant ~~participates~~ takes part in.
- **4th Offense –** Tobacco will be an immediate suspension from all activities/sports for a period of 365 from the day ~~of~~ the ruling is made.

The offense can carry over to the next season if needed to fulfill the rest of the suspension. If an athlete is not on an active team, the athlete will be suspended the amount of time of the next completed season. If an athletic team makes it to post-season play, post-season games will count towards the total game suspensions. No participant serving suspension will be allowed to participate in post-season play until the suspension has been served in its entirety. Any student participant choosing to serve a suspension in a sport they would not normally participate in will be expected to start and finish the season to remain in "good standing". If the participant does not finish the season, the suspension will be carried over to their next sport and all time served would be revoked. **These offenses and suspensions apply to all students who are active in other school activities and clubs and will be subject to the discretion of the AD and Administration.**

THEFT AND VANDALISM

A student participant shall not vandalize property at school or at other schools or have in their possession any stolen items from any source, including uniforms or equipment from FMHS or other schools.

- **Violation of Theft or Vandalism Policy** - a student committing this offense will be addressed on a case-by-case basis. A mandatory meeting with the student participant,

parent, Athletic Director, and Head Coach/Advisor will determine the consequences of this infraction.

SELF REPORTING

If a participant admits to a violation voluntarily (prior to next competition) to the principal or athletic director, the penalty shall be reduced in the following manner for the first offense only.

- **Tobacco** - suspended immediately for 10% total scheduled contests the participant ~~participates~~ takes part in. If not on an active team, suspended from the first two contests of the next season the participant competes in.

- **Drug and Alcohol** - if on an active team, the penalty shall be immediate suspension from 25% of the ~~competition season~~ total scheduled contests the participant takes part in. If not on an active team, the penalty shall be suspension from the first 25% of the next season the participant competes in.

- Self-reporting more than once could result in suspension but will be at the discretion of the AD and Administration.

TERMS OF SUSPENSION

- The participant must schedule a session with the high school counseling department and the Athletic/Activities Director prior to being reinstated. This session will include how to deal with the issue in a positive way, how to set goals in the relationship to becoming eligible again, awareness of infraction, and information on positive choices.

- All suspended student participants must be in good standing during their suspension. This means attending all practices, meetings, and functions as required by their coach/advisor. Any unexcused practices or misbehavior during their suspension time will result in dismissal from the squad and time served for suspension being revoked. The student participant would have to start their suspension over in the next sport in which they participate. - Already stated about next sport.

- All suspended student in clubs must be in good standing during their suspension. This means attending all required meetings and continuing to be part of the club. Any misbehavior during their suspension time will result in dismissal from the club and time served for suspension being revoked. Students will have to start their suspension over with the next club they join or following year.

- A student athlete who transfers into FMHS while serving suspensions at his/her previous school will serve out the remainder of his/her penalty at Fort Morgan. The previous school's penalty will be honored in full and will not be increased or decreased in length.

CARRY OVER SUSPENSION

If the violation of the Code of Conduct occurs in the last part of the activities/sport's season and the violator cannot fulfill the terms of his/her violation in that sport, the suspension will carry over until the suspension is fulfilled. This includes the next sport or the same sport next year. If a student athlete elects to participate in a new sport to serve a suspension, he/she will be required to complete that season in good standing.

APPEAL PROCESS

Any participant has the right to appeal removal from a team. A student participant and his/her parents/guardians have the right to a hearing on the removal from participation pertaining to violations of the handbook.

Parents may appeal handbook violation removals by notifying the Fort Morgan Athletic Department by phone or in writing within five (5) school days after the removal. The right of appeal is forfeited if this is not received within five (5) school day limit. The purpose of the appeal hearing is to inquire into the student participants alleged violation and the student participants and parents/guardians to present evidence on behalf of the student participant. The removal from participation will remain in effect during the appeal process. The student participant must show just cause to be reinstated. If the student participant is reinstated, the participant will be placed on a probationary contract in which any future violations will result in loss of athletic eligibility at Fort Morgan High School for the remainder of their high school career.

The FMHS Administration team will not accept any anonymous pictures, emails, or texts from an individual turning another individual in.

SOCIAL MEDIA

Fort Morgan High School recognizes and supports its students' rights to freedom of speech, expression, and association, including the use of social networks. In this context, however, each program must remember that being involved at FMHS is a privilege, not a right. As a student you represent the high school and are expected to portray yourself, your program, and the high school in a positive manner always.

Guidelines

If you participate on a social networking site, you must keep the following guidance in mind:

- Everything you post is public information - any text or photo placed online is completely out of your control the moment it is placed online - even if you limit access to your site. Information may be accessible even after you remove it.

- Limit information about your whereabouts or plans to minimize the potential of being stalked, assaulted, or the victim of other criminal activity.
- What you post may affect your future. Many employers and school admissions officers review social networking sites as part of their overall evaluation of an applicant. Carefully consider how you want people to perceive you before you give them a chance to misinterpret your information.
- Like comments made in person, the Athletics/Activities Department will not tolerate disrespectful comments and behavior online, such as:
    - Derogatory or defamatory language
    - Comments that create a danger to the safety of another person or that constitute a credible threat of serious physical or emotional injury to another person.
    - Comments or photos that describe or depict unlawful assault, abuse, hazing, harassment, or discrimination; selling, possessing, or using controlled substance; or any other illegal or prohibited conduct, including violating FMHS's policy on Prohibited Harassment and Discrimination.

Participants at FMHS are required to abide by rules set forth in these guidelines.
The failure to do so will be considered a violation of the FMHS Athletic/Activities Handbook. The violation may result in disciplinary action by the activities/athletics department and the campus.

- **1st Offense** - Parent meeting with the head coach/club advisor. Consequences will be determined based on the severity of the infraction and may include suspension or dismissal from the team or athletic activities.
- **2nd Offense** – Parent meeting with the head coach/club advisor and the campus Athletic/Activities Director. Consequences will be determined based on the severity of the infraction and may include suspension or dismissal from the team or athletic activities.
- **3rd Offense** – Parent meeting with the head coach and Athletic/Activities Director. Consequences will be determined based on the severity of the infraction and may include suspension or dismissal from the team or athletic activities.

HAZING AND HARASSMENT

Fort Morgan High School policies do not allow for any form of harassment, hazing, intimidation, or bullying. Hazing activities of any type are inconsistent with the educational process. All such activities are prohibited at any time in school facilities, on school property, and at any school sponsored event. Hazing is defined as performing an act or coercing another person to perform any act of initiation into any class, group, or organization that causes or creates a risk (mental, emotional, or physical harm.) Permission, consent, or assumption of risk by an individual subjected to hazing shall not exempt the policy. No form of harassment or hazing (such as unwelcome words, physical contact, written notes, or electronic technical activities which inflict physical or mental harm or anxiety of which demeans or degrades or disgraces a person,

regardless of location, or intent of participants) will be allowed at Fort Morgan High School. Any student who feels he/she is a victim or witness or hears about a hazing or harassment incident should immediately report the activity to a coach, athletic director, or principal.

NCAA CLEARINGHOUSE INFORMATION

The **NCAA Clearinghouse** is an organization outside of the **NCAA** which performs academic record evaluations to determine if a prospective student-athlete is eligible to participate at an **NCAA** Division I or II college as a freshman student-athlete.

NCAA Eligibility Center
www.eligibilitycenter.org/
The Official Web site of the NCAA Eligibility Center. Explore NCAA Divisions I and II initial-eligibility requirements and register to participate.

CONCUSSION MANAGEMENT PROTOCOL

Concussion Facts:

-A concussion is a type of brain injury, caused by a bump, blow, or jolt to the head or body that can change the way your brain normally works.
-Most concussions occur without being knocked unconscious.
-All concussions are not created equally. Each player is different, each injury is different, and all injuries should be evaluated.

Concussion Symptoms:

Different symptoms can occur and may not show up for several hours. Common symptoms include:

Physical		**Cognitive**
Headache	Nausea	Disorientation and/or confusion
Blurred Vision	Numbness/Tingling	Feeling sluggish, foggy, or groggy
Dizziness	Sensitivity to light	Memory loss or difficulty remembering
Poor balance	Sensitivity to noise	Difficulty concentrating, easily distracted
Seeing “stars”	Ringing in ears	Slowed and/or slurred speech
Neck pain	Vacant stare	
Emotional		**Sleep/Energy**
Irritability	Feeling anxious/nervous	Drowsiness Increased sleep
Personality change	Sadness	Fatigue
Feeling more emotional	Inappropriate emotions	Trouble falling or staying asleep

Symptoms may worsen with physical or mental exertion (e.g. lifting, computer use, reading)

If any of the following symptoms occur, the athlete should be seen in an emergency department right away:

- Loss of consciousness.
- Persistent vomiting (more than one episode of vomiting).
- Deteriorating mental alertness.
- Amnesia or confusion that lasts for more than 10 minutes.
- Any seizure activity.
- Bruising under eyes or behind the ears.
- Concerns for cervical spine (neck) injury.

Things to remember:
-Acetaminophen (Tylenol) is an acceptable medication. Any other medication may increase risk of bleeding.
-Sleep is good! (Rest is very important for your brain).
-Limit screen time (including TV, video games, phone, and computer).
-You may return to school (as long as symptoms do not worsen).
-Do not engage in strenuous activity or sport (including job or active chores).

Colorado's Concussion Law SB 11-040 requires: Removal of athletes from play for "suspicion" of concussion. It also states that an athlete removed from play for signs and symptoms not readily explained by a condition other than concussion cannot return to play until receiving written clearance from a:

-Doctor of Medicine
-Doctor of Osteopathic Medicine
-Licensed Nurse Practitioner
-Licensed Physician Assistant
-Licensed Doctor of Psychology with training in neuropsychology or concussion evaluation/management.

After a concussed athlete has been evaluated and received clearance to return to play from one of the approved health care providers, a licensed athletic trainer with specific knowledge of the athlete's condition may manage the athlete's gradual return to play. (*Information from CHSAA concussion management packet).*

Return to Learn & Return to Sport

Return to Learn

Returning to the classroom is just as, if not more, important as returning the athlete to practice and competition. The student-athlete should be symptom-free and back to normal function in the classroom before starting the return to sport.
The student's general education teachers receive an email from the Concussion Management Team regarding the student's injury in order to provide academic adjustments and resources.

Return to Sport

Once the athlete has been symptom free during normal daily activities, and cleared by an approved health care provider (see above), they will go through the following Return to Play:

The Graduated Return to Play Guidelines are as follows: (McCrory et al., 2013):

Stage	Activity	Functional Exercise	Objective of Stage
1	No Activity	Symptom limited physical and cognitive rest	Recovery
2	Light aerobic activity	Walking, Swimming or stationary cycling keeping intensity <70% maximum permitted heart rate. No resistance training.	Increase heart rate
3	Sport-Specific exercise	Skating drills in ice hockey, running drills in soccer. No head impact activities.	Add movement
4	Non-contact training drills	Progression to more complex training drills, (eg, passing drills in football and ice hockey). May start progressive resistance training.	Exercise, coordination and cognitive load
5	Full-contact practice	Following medical clearance, participate in normal training activities; full exertion	Restore confidence and assess functional skills by coaching staff
6	Return to play	Return to normal activity	

Things to Remember:

-24 hours between stages.

-If symptoms occur during the RTP, the athlete will drop back to the previous asymptomatic stage and attempt to progress again after being symptom-free for 24 hours.

-RTP will take a minimum of one week once asymptomatic at rest.

RANDOM DRUG TESTING INFORMATION
FOR STUDENTS INVOLVED IN EXTRACURRICULAR ACTIVITIES
AT FORT MORGAN HIGH SCHOOL

This policy is an extension of the Drug and Alcohol Use by Student Policies JICH and JICH-R, of the Morgan County School District. The purpose of this policy is to create a safe drug/alcohol free school for all students. It is the belief of the Morgan County School District that participation on any interscholastic athletic team and in extracurricular activities is a privilege, not a right. Students who volunteer to participate in these programs are expected to accept the responsibilities granted to them by this privilege. These students as well as their parents/guardians must also recognize that because of their choice to participate in these activities, they have less expectation of privacy than do other students.

The effects of drug usage in an educational environment are visited not just upon the users, but also upon the entire student body and faculty, because the educational process may be disrupted, and the individual's safety risk factor is increased.

As this is a non-curricular occurrence, no recording of participation or of any test results, either positive or negative, will appear on the student's permanent transcript or any other permanent record.

There exist several over-the-counter products known as sports enhancing supplements. The purpose of those supplements is to assist an athlete, enhance his/her overall physical development, and some are designed to enhance a specific athletic event.

The Morgan County School District wants to be clear in conveying the thought that the use of supplement(s) or product(s) designed to enhance performance is not endorsed or condoned. It is our hope that parents/guardians will support our view that the use of such supplements should be prohibited.

As a means of conveying our opinions on the topic, our coaches, trainers and teaching staff through curriculum and annual team orientations, address this issue with our students. The message we want to convey to our students is that preparation for athletic performance is best served through a proper and well-balanced nutritional diet and appropriate physical activity designed by our coaches, trainers, and weight room supervisors.

RANDOM DRUG TESTING GUIDELINES
FOR STUDENTS INVOLVED IN EXTRACURRICULAR ACTIVITIES
AT FORT MORGAN HIGH SCHOOL

Authority:
The Morgan County School District prohibits the possession, use, misuse, or the distribution of drugs, controlled or mood-altering substances, including anabolic steroids, look-alikes, designer drugs, drug paraphernalia, and medication not registered with the office, or alcohol on school district property, school buses, or during activities under school district jurisdiction. This policy encompasses all students in grades 9 to 12 desiring to participate in any interscholastic athletic activity and/or extracurricular activity. The policy includes those students being educated by the district under special circumstances, including home schooling and home bound. The district welcomes all students, with the permission of their parents/guardians, to participate voluntarily in the program.

The district will require any student who is submitting to testing and the student's custodial parent/guardian to consent in writing to drug testing pursuant to the district's drug testing program using the forms provided by the district. No student will be able to participate in any interscholastic sport or any extracurricular activity without such consent. Students and parents or legal guardians will have the opportunity to participate in an Informational Meeting concerning the District's Random Drug Testing Policy. Immediately prior to giving a specimen, each student shall complete all forms required by the testing company selected by the district.

PROCEDURE FOR DRUG TESTING PARTICIPANTS

INFORMED CONSENT FOR TESTING
Prior to the joining of a sports and/or club/organization, a consent form signed by the student and their parent/guardian will be required. Students will not be able to participate without the consent form turned in.

DRUG MONITORING FREQUENCY
Testing will be randomly conducted throughout the school year, starting the second week of school. Each week, approximately 20 students will be randomly chosen by Colorado Mobile Drug Testing and sent over to the high school Athletic/Activities Directors. Students will be called up to the office from this list and taken to the area where the Drug Testing will be conducted by the Colorado Mobile Drug Testing company. Any eligible student athlete and/or activity participant selected randomly for drug monitoring who are not in school the day of testing, will automatically be added to next week's testing group.

SAMPLE COLLECTION
Samples will be collected as outlined under vendor requirements. Each student will be given the Test Request & Chain of Custody paper before the test. We will be using an Instant Test and students will get results ASAP.

REFUSAL TO SUBMIT TO DRUG USE TEST
A participating student who refuses to submit to a drug test authorized under this policy, will result in a positive test.

SELF-REPORTING
If a student is part of the random testing group for a week and self-reports, they will receive the same consequences as if a student tested positive.

RESULTS
If a student's tests are positive an administrator will be contacted to come and get the student and escort them up to the office. The administrator then will contact the parents/guardians to go over the results. The test will be sent for confirmation of the positive.

REQUEST FOR RETEST
Students involved in the program may, upon a non-negative test result, request that the sample be re-tested (within 72 hours of being notified of the final testing result) at a second nationally certified laboratory. The request for the test must be submitted in writing to the principal. Students participating in athletic/extracurricular activities are required to pay the associated costs for an additional test in advance. However, the costs will be reimbursed if the result of the re-test is negative.

RELEASE OF INFORMATION
No information will be released and will be kept completely confidential for all testing by the testing company and Morgan County School District. Colorado Mobile Drug Testing will send all test results to the high school. Parents/Guardians can contact the high school for a copy of results.

SELF-DISCLOSURE
Any student who was proven by self-admission or admission by the parent/guardian to violate the policy throughout the calendar year while off campus will be subject to consequences outlined in the Student Handbook and the Athletic/Activities Handbook.

SUSPENSION REQUIREMENTS
If a student has a positive test and is put on suspension from their sport and/or club, they will be required to take a secondary test before they can return to the sport and/or club. The test will be done through Colorado Mobile Drug Testing in Fort Morgan, at the cost of the student and/or parent/guardian.

If a student has tested positive and it is their first offense, they will be required to attend counseling meetings with the Student Health Counselor at Fort Morgan High School.

If a student has a 2nd or 3rd positive test during their suspension time, they will be required to attend Drug and Alcohol testing with Centennial Mental Health. If a student chooses not to attend the required class and put in effort, they will not be able to return to their sport and/or

club until it is fulfilled. The cost of the counseling will be paid for by the student and/or parent/guardian. Centennial Mental Health will work with insurances, pay scales, and other needs of the family.

APPEAL

Fort Morgan High School conforms to federal requirements of due process for students. A student participating in athletic/extracurricular activities who has been determined by the school Principal, Athletic Director, or Activities Director to be in violation of this policy shall have the right to appeal the decision to the Superintendent or his/her designee. Such a request for a review must be submitted to the Superintendent in writing within five (5) calendar days of notice of the positive test. A student requesting a review will remain ineligible to participate in any athletic/extracurricular activities until the review is completed. The Superintendent or his/her designee(s) shall then determine whether the original finding was justified. No further review of the Superintendent's decision will be provided, and his/her decision shall be conclusive in all respects. Any necessary interpretation or application of this policy shall be in the sole and exclusive judgment and discretion of the Superintendent, which shall be final and non-appealable.

PROGRAM EVALUATION

All data will be kept confidential between the Athletic Director and Activities Director. The Random Drug Testing Committee will meet once a week for the first month to analyze the procedure and to make sure everything is working correctly. After the first month, the committee will meet once a month to review the procedure. At the end of each school year a report will be completed to show proper procedure was followed throughout the school year. All information shall be aligned from the Colorado Mobile Drug Testing company to Fort Morgan HS. The report will be shared with the superintendent to keep on file, documenting that procedure was followed each testing week.

RANDOM DRUG AND ALCOHOL TESTING

PROGRAM CONSENT TO TEST FORM

The student and his/her parent(s) or guardian acknowledge that the Morgan RE-3 School District has the right to perform random drug and alcohol testing on students who wish to exercise the privilege of participating in athletic/extracurricular activities.

The student and his/her parent(s) or guardian understand that, as a condition of the student being allowed to participate in extracurricular activities in the district, the student may be required to undergo and successfully pass random screening for alcohol, illegal drugs, or other banned substances, as set forth in the District's Drug Testing Policy for Students Involved in Athletics and Extracurricular Activities at Fort Morgan HS. The student and his/her parent(s) or guardian acknowledge that they have read and understand this policy and that they agree to all terms and conditions contained in the policy and procedure.

The student and his/her parent(s) or guardian hereby consent to participate in the Random Drug and Alcohol Testing Program and to the disclosure of testing results to the District's Drug Program Coordinator and parent(s) and guardians. The student and his/her parent(s) or guardian further understand that the student's refusal to submit to a drug screening will be treated in the same manner as if the student had tested positive for banned substances.

The student and his/her parent(s) or guardian may voluntarily consent to participate in the random drug and alcohol testing program and to the disclosure of testing results to the District's Drug Program Coordinator and parent(s) or guardian.

No student shall be penalized academically for testing positive for banned substances during random drug testing. The privilege of being allowed to participate in athletics/extracurricular activities in the Morgan School District is contingent on the signing of this consent form.

This consent form shall remain in effect for the entire school year. Any revocation of this consent form shall disqualify the student from participating in athletics/extracurricular activities for the remainder of the school year.

_____ _____
Student Name – Please Print Current Grade

_____ _____
Student Signature Date

_____ _____
Parent/Guardian Signature Date

COMMITMENT TO ACTIVITIES / ATHLETICS

Acknowledgement Form

Warning: Although participation in supervised interscholastic athletics and activities may be one of the least hazardous in which any student will engage in or out of school, BY ITS NATURE, PARTICIPATION IN INTERSCHOLASTIC ATHLETICS INCLUDES A RISK OF INJURY WHICH MAY RANGE IN SEVERITY FROM MINOR TO LONG-TERM CATASTROPHIC INJURY. Although serious injuries are not common in supervised school athletic programs, it is impossible to eliminate this risk.

PLAYERS MUST OBEY ALL SAFETY RULES, REPORT ALL PHYSICAL PROBLEMS TO THEIR COACHES, FOLLOW A PROPER CONDITIONING PROGRAM, AND INSPECT THEIR OWN EQUIPMENT DAILY.

We have read, understand, and agree to abide by the Fort Morgan High School Athletic/Activities Policies Handbook. Once this form is signed, student athletes at Fort Morgan High School will be held accountable throughout their high school career. In addition, the acknowledgement will be signed each year.

SPORT *(CIRCLE ALL THAT APPLY)*

FOOTBALL, VOLLEYBALL, CROSS-COUNTRY, CHEERLEADING, GYMNASTICS, SOCCER,

BASKETBALL, WRESTLING, TENNIS, BASEBALL, TRACK & FIELD, GOLF

ACTIVITY *(CIRCLE ALL THAT APPLY)*

ART, BOOK CLUB, CHESS & BOARD GAMES CLUB, DIVERSITY CLUB, DUNGEONS & DRAGONS CLUB,

FBLA, FELLOWSHIP OF CHRISTIAN STUDENTS, FCCLA, FELLOWSHIP OF CHRISTIAN STUDENTS, FFA,

FORENSICS, FM ADVENTURE SEEKERS, GSA, INVESTMENT CLUB, KNOWLEDGE BOWL, LIBRARY

AMBASSADOR CLUB, LULAC, MINI MUSTANG MENTORS, MOCK TRIAL, MODEL UNITED NATIONS,

MUSTANG PRIDE, NHS, SPECIAL OLYMPICS, THESPIANS, VOCAL JAZZ ENSEMBLE, YES-O

_____

(Participant Name-**Please Print**)

_____

(Participant Signature) (Date)

_____

(Parent/Guardian Name-**Please Print**)

_____

(Parent/Guardian Signature) (Date)

THIS COMMITMENT HAS TO BE SIGNED BY PARTICIPANT AND PARENT/GUARDIAN BEFORE THE PARTICIPANT IS ALLOWED TO PARTICIPATE IN ANY INTERSCHOLASTIC EVENTS.

BOE Handbook Cover Letter
CHILDREN'S CENTER

Handbook Changes and Additions for 2025-2026

- **Red - Information is added.**
- **~~Strike through~~ - Information is no longer needed.**
- **---* - No changes made.**
- **Blue – Explanation of additions and deletions.**

- **Page 1 – Cover** – Year changed to 2025-2026
- **Page 2 – Table of Contents** – Content and page numbers updated
- **Page 3 – Table of Contents** – Content and page numbers updated
- **Page 4 – Welcome Letter—**Updated Welcome Letter
- **Page 5 – Purpose and Philosophy--**Updated Purpose Philosophy, Vision. Added Values and Core Beliefs because they are part of industry standards and a sign of quality.
- **Page 5 – Ages of Children Accepted ---***
- **Page 5 – Center's Operating Hours ---***
- **Page 5 – Care on No School Days ---***
- **Page 5 – Closure Dates** ---*
- **Page 6 – Inclement/Adverse Weather** --*
- **Page 6 – Admission/Registration** --*
- **Page 7 – Fees and Payment Procedures** Added Payment Contract as they are part of industry standards and parent accountability.
- **Page 8 – Identifying Where Children Are at All Times** ---*
- **Page 8 – Guidance, Positive Instruction, Supporting Positive Behavior** ---*
- **Page 9 – Discipline/Guidance** ---*
- **Page 9 – Notification and Handling Children's Illnesses, Accidents and Injuries** ---*
- **Page 11 – Emergencies and Drills** --*
- **Page 11 – Lost Children Procedure** --- *
- **Page 13 – Transportation** --*
- **Page 13 – Field Trips** ---*

Thank you for your consideration of these changes to our Handbook. ~ Esther Cooley

- **Page 13 – Television and Video Viewing** --*
- **Page 14 – Safety Related to Riding in a Vehicle: Seating, Supervision, and Emergency Procedure** ---*
- **Page 14 – Dropping Off/Picking Up Students** --*
- **Page 15 – Emergency Contacts** ---*
- **Page 15 – Caring For a Child Who Arrives Late at the Center** ---*
- **Page 15 – Storing and Administering Medications** ---*
- **Page 16 – Children's Personal Belongings and Money** ---*
- **Page 16 – Meals and Snacks --***
- **Page 17 – Diapering and Toilet Training** ---*
- **Page 18 – Visitors and Volunteers in the Center** ---*
- **Page 18 – Parent and Teacher Conferences** ---*
- **Page 18 – Filing a Complaint** ---*
- **Page 18 – Reporting Child Abuse**--*
- **Page 19 – Withdrawal from the Program ---***
- **Page 19 – Suspension and Expulsion from The Children's Center or School ---***
- **Page 19 – Asbestos Notification ---***
- **Page 19 – Caregiving and Continuity of Care -**Added the Children's Center is committed to maintaining consistent care relationships for children, ensuring they receive ongoing attention from the same caregivers. Added better explanation of care.
-
- **Page 19 – Clothing and Supplies for Infants and Toddlers-**Added Specialized Formula or Human Milk. We supply store brand formula, and the Health Department has changed Breast Milk to now be referred to as Human Milk. -Added The Children's Center welcomes and supports families breastfeeding/chestfeeding their baby at our facility. We have private, clean, and designated spaces available for nursing parents. This statement is in support of nursing families at our facility.
-
- **Page 20 – Communication** ---*
- **Page 20 – Critical Incident Procedures** ---*
- **Page 20 – Commitments to Excellence** ---*
- **Page 20 – Children With Special Needs** ---*
- **Page 21 – Daily Schedule and Activities** ---*
- **Page 21 – Damages to Program Property** ---*
- **Page 21 – Environment for Infant Room --***

Thank you for your consideration of these changes to our Handbook. ~ Esther Cooley

- **Page 21 – Food Allergies** ---*
- **Page 21 – Handbook Agreement** ---*
- **Page 22 – Health** ---*
- **Page 22 – Illness Policy** ---*
- **Page 23 – COVID Policy --***
- **Page 23 - Immunization of Students** ---*
- **Page 23 – Parents Right to Know** ---*
- **Page 23 – Playground** ---*
- **Page 24 – Referral for Family Services and Support** ---*
- **Page 24 – Right to Searches and Possession of Drugs Alcohol** ---*
- **Page 24-25 – Safe Infant Sleep Policy**--*
- **Page 25 – School/Parent Policy Compact** ---*
- **Page 26 – Screening Assessments Referrals --***
- **Page 27 – Weapons in School** ---*
- **Page 27 – Website--***
- **Page 27-69 – Early Head Start Handbook Requirements—**Added EHS operation days to be set at Tuesday through Friday. This is to accommodate the 4 day school week.

Thank you for your consideration of these changes to our Handbook. ~ Esther Cooley

Children's Center

722 East Beaver Avenue
Fort Morgan, CO 80701
(970) 542-0731

Parent Handbook

~~2024-2025~~

2025-2026

CHILDREN'S CENTER
PARENT AND STUDENT HANDBOOK

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Welcome to the Children's Center

~~The Children's Center has been a proud part of the Morgan County School District Re-3 since 1989. Our childcare program was originally started with the goal of providing a loving, caring, and creative place for children outside of school hours. Over the years we have kept that goal and have grown into a full-time childcare facility providing care for children from 6 weeks to 12 years old.~~

~~The staff members at the Children's Center are constantly endeavoring to provide high quality programs and childcare to district staff, teen parents, and the community. We offer endless opportunities to learn and thrive in an enriched, supportive, and inclusive environment.~~

~~The children in our care are given educational and social experiences that encourage them to explore, experiment, and embrace new skills while building on existing abilities for lifelong success.~~

~~Thank you for allowing the Children's Center to be a part of this special time in your child's life~~.

Caring for Kids,

Esther Cooley

Early Childhood Program Director

The Children's Center has been a proud part of the Fort Morgan School District Re-3 since 1989. Originally started with the goal of providing a loving, caring, and creative place for children outside of school hours, our program has grown into a full-time childcare facility serving children from 6 weeks to 12 years old. While our services have expanded, our commitment to nurturing children in a safe and supportive environment remains the heart of our mission.

The staff at The Children's Center are continually striving to provide high-quality care and educational programming for district staff, teen parents, and families across our community. We are proud to offer children endless opportunities to learn and thrive in an enriched, inclusive environment where they feel safe, valued, and inspired.

Children in our care enjoy meaningful experiences that encourage them to explore, experiment, and grow. Our programs are thoughtfully designed to help children develop new skills while building on their strengths—laying the foundation for a lifetime of confidence and success.

Thank you for allowing The Children's Center to be part of this special and important time in your child's life. We are honored to walk alongside your family and are excited for all the growth, laughter, and learning the year will bring!

Mission Statements

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

The mission of the Children's Center is to provide a safe and caring environment that enriches children's lives through educational experiences offered in a quality childcare program.

Purpose, Philosophy, ~~and~~ Vision, Values, and Core Beliefs

~~The *purpose* of the Children's Center is to provide a safe, loving, fun and caring environment for all children to flourish and reach their full potential. The *philosophy* of the Children's Center is that all children should be provided with a quality and affordable childcare program with enrichment activities and recreational experiences to help children grow and develop during their early childhood years. The *vision* of the Children's Center is to continue to evolve the program into the highest quality of early learning and childcare for children and families.~~

~~The Children's Center does not discriminate based on race, color, national origin, religion, gender identity, or disability.~~
~~All policies and procedures established by the school district will continue to apply at the Children's Center.~~

Purpose Statement

The purpose of The Children's Center is to provide a safe, nurturing, joyful, and inclusive environment where every child is encouraged to flourish, explore, and reach their full potential.

Philosophy Statement

At The Children's Center, we believe that every child deserves access to high-quality, affordable early childhood education. Our program is designed to foster development through enriching learning experiences, creative play, and recreational activities that support the whole child—socially, emotionally, physically, and cognitively. We are committed to honoring each child's individuality and fostering a love of learning from the earliest years.

Vision Statement

Our vision is to continually grow and evolve as a leading early learning and childcare program, rooted in excellence, equity, and innovation. We strive to build a foundation for lifelong learning by supporting children and families with compassionate care, professional integrity, and a commitment to continuous improvement in early childhood education.

Values Statement

At The Children's Center, we are guided by a commitment to excellence, inclusion, and compassion in all we do. We value the dignity of every child and family, the professionalism of our educators, and the importance of community partnerships. Our values shape a learning environment where curiosity is encouraged, differences are celebrated, and every child feels seen, heard, and supported.

Core Beliefs

We believe:

- Every child deserves to be safe, loved, and respected.
- Play is the foundation of early learning and development.
- Families are essential partners in a child's education.
- Diversity enriches our community and promotes understanding.
- Early childhood educators are professionals who deserve respect, support, and ongoing development.
- Affordable, high-quality care should be accessible to all children, regardless of background.
- A strong start in early childhood lays the foundation for future academic, social, and emotional success.

Ages of Children Accepted

The Children's Center accepts and care for children 6 weeks old to twelve years old and has a license capacity of 120 children.

	Age	Option
Infant Care	6 weeks to 12 months	Full Time
Toddler Care	12 months to 36 months	Full Time
Pre-K Care	3 – 5 years old	Full Time / Part Time
Before School Care	Sherman Students	7:30-8:00
School Age Care	3 to 12 years old	3:00-5:30 p.m. Tuesday - Friday
Summer Care	3 to 12 years old	Full Time / Part Time

Please note that if applicable when a child's age qualifies for transition into another room for care, the family, child, teacher, and director will make the decision. This process will include a

'Bridge Time' between rooms to help the child acclimate to the new environment, teacher, and friends. After this a collaborative conference will occur to discuss and complete the transition.

Center's Operating Hours

The Children's Center is open on all Morgan County School District Re-3 days from 7:30 am to 5:30 pm.

Care on No School Days

The Children's Center also provides care on most of the days that school is not in session. Families are encouraged to sign-up for care ahead of time.

Closure Dates

The Children's Center will operate when Morgan County School District Re-3 is in session and during most no school days and school breaks. Please reference the Open & Closed yearly schedule for specific dates.

The Children's Center will be closed on the following holidays:

* New Year's Eve
* New Year's Day
* Good Friday
* Memorial Day
* Fourth of July
* Labor Day
* Thanksgiving Day, and the Friday after Thanksgiving Day
* Christmas Eve and Christmas Day

If the holiday falls on a weekend, the Children's Center will designate another day for closure. Advanced notice of additional or early closures will be given to families and an Open and Close Schedule annually. The Children's Center **will be CLOSED on district SNOW DAYS.**

During After School Care, if early dismissal is activated, children will be bused from their school to the Children's Center. **Families are asked to *please call both* the Children's Center *970-542-0731 ex. 40216 and their child's school if other care plans are made for their children.***

The Children's Center reserves the right to close for the day when attendance falls below 15 children.

For safety, no child will be allowed to walk to the Children's Center from school or walk home from the Children's Center.

Inclement/Adverse Weather

The Children will play outside every day. Please make sure your child is dressed appropriately for the changing weather every day. If the temperature is below 30° F or above 90° F, or the Air

Quality Index falls between 101-150 the children will remain inside for large motor recreational activities.

Please see District Policy information on our website ~ fortmorgank12.com

Admission/Registration

Registration forms are available at the Children's Center and online. Registration is limited to license capacity. Please note that limited part-time care is available during the summer. The number of spaces available in the summer is one hundred full-time students and twenty part-time students. Registration is offered on a first come first served basis. Once the program is at license capacity, a waiting list will be kept accommodating families in a fair and timely manner.

The Children's Center will conduct a parent interview before care begins. The interview will cover overall program information and requirements and determine if the program is able to meet the needs of the child and family. Prior to the first day of care each family must submit completed: registration forms, health statement, immunization records, and birth certificate for their child.

Teen parents must be currently enrolled in Morgan County School District Re-3 to register their child for care at the Children's Center.

The Children's Center meets all ADA regulations and is an inclusive early learning and childcare center. The Children's Center partners with families to meet the needs of children with learning and developmental delays. This is an individualized process for each family focusing on inclusion, adaptive accommodations, and embedded support. The Children's Center partners with families and the school district to meet the needs for children's learning and developmental goals.

Two-Week Trial Period

The first two weeks of a child's enrollment is a trial and adjustment period for children, parents, and the center staff. During the two-week trial, the parent or the provider can terminate care without reason or notice. Please note that every effort will be made to accommodate care for all children.

Fees and Payment Procedures

The Children's Center **has established flat rates for all program options.** Please refer to fees for specific prices. Infant Care, Toddler Care, Pre-K Care, and School Age Care are billed at a flat monthly rate. Summer care is billed at a monthly rate according to enrollment option. There is a $50 registration fee per application per child and it is *non-refundable*.

It is our expectation that the entire balance is paid in full each month and that you pay your account to prevent it from exceeding one month's fees. We do not allow a carry-over balance;

however, if accounts have a carry-over balance or are not paid in full by the end of each month, a $100 monthly fee will be added to your account until it is paid in full. *Please note that Infant, Toddler and Summer Care are charged a 50% retaining fee to reserve your spot in the program.*

A payment contract between the family and care provider will be signed at the beginning of care.

The Children's Center accepts Child Care Assistance Program (CCCAP) through The Colorado Department of Human Services. Families are encouraged to apply for CCCAP to assist in the cost of childcare. If approvals are not completed, it will be the parent/guardian's responsibility to pay the full balance.

Fees are due and payable as per the payment contract signed by each parent. ***ANY CLIENT THAT IS THREE (3) DAYS BEHIND IN PAYING FEES WILL BE DENIED SERVICES UNTIL ALL FEES ARE PAID IN FULL.***

Class	Age	Option	Price	25% Discount for District Staff	Teen Parents
Infants	6 weeks 12 months	Full Time	$1000/month	$750/month	Rates for Teen Parents will be determined by Department of Human Services after reviewing their Application for Colorado Child Care Assistance Program (CCCAP)
Toddlers	12 months 36 months	Full Time	$100/month	$750/month	
Pre-K Care	3 – 5 years old	Full Time Part Time	$800/month $400/month	$600/month $300/month	
Monday Care	3 -12 years old		$140/month	$105/month	
Before School Care	Sherman Students	7:30-8:00	$100/month	$75/month	
School Age Care	3 -12 years old	3:00-5:30	$150/month	$150/month	
Summer Care	3 -12 years old	Full Time Part Time	$800/month $400/month	$600/month $300/month	

Please note:

- **All Fees are billed monthly regardless of attendance during the month.**
- **Late Departure Fee - $10.00 per day per child.**

An additional $50.00 will be charged for all checks returned due to insufficient funds. Additionally, a client who has a check returned due to insufficient funds will need to make all further payments in cash or money order.

Please be advised that accounts turned into collections will no longer be eligible for care at the Children's Center.

Identifying Where Children Are at All Times

Every child is signed in and out of the program daily. The person dropping off or picking up a child must sign and date the sign in/out book for every child he/she is picking up every day. When children arrive, the classroom teacher and program Director document their attendance. At various times throughout the day children are counted, especially during transitions. Circles are posted outside the classroom doors to inform where children are when not in their classroom.

Staff and children are scheduled into different activity areas throughout the day. Since children leave at different times, staff keep track of children in their care on an attendance sheet. They mark the children's departure by being sure that all the children have safely left the Children's Center by the end of the day. Staff use radios to communicate where children are at all times.

Guidance, Positive Instruction, Supporting Positive Behavior

the Children's Center will:

Cultivate positive child, staff, and family relationships: Each teacher at the Children's Center have been trained in positive teaching practices that ensure each child's behavior is guided in a positive direction. We continuously incorporate our families through daily communications regarding their children and encourage family involvement to ensure their children are being guided in a positive direction.

1. **Create and maintain a socially and emotionally respectful early learning and care environment:** All of our teachers encourage positive interactions with each child through demonstration and teaching that allow children to learn and be capable of respecting others socially and emotionally.

2. **Implement teaching strategies supporting positive behavior, pro-social peer interaction, and overall social and emotional competence in young children:** Through training each teacher can reinforce children's positive behavior effectively and positively and re-direct any behavior that is harmful to a wanted behavior. Each teacher continuously demonstrates positive interactions with each child, which helps children learn how to treat others in a positive way and allows them to be more socially and emotionally aware of the feelings of their peers.

3. **Provide individualized social and emotional intervention support for children. Including methods for understanding children's behavior and developing and implementing team based positive behavior support to prevent suspensions and expulsions:** The Children's Center believes in working as a team to identify the specific social and emotional needs of each child. Our staff are trained in methods that enable them to understand children's behavior and develop positive support plans for each child. This reduces challenging behaviors and may help to prevent suspensions and expulsions.

4. **Access and early childhood mental health consultant or specialist as needed:** At the Children's Center we continuously strive to strengthen our relationships with our children and their family. While working with our families we strive to provide each child with specialized care within our classrooms. When the situation arises that a child's needs are too difficult to address in the classroom, we will give families information about an Early Childhood Mental Health Specialist to support their child in all environments.

Discipline/Guidance

All children are learning to be responsible for their behavior. Appropriate behavior is expected and will be positively reinforced by all staff. Staff are responsible for children's discipline in and out of the classroom with the goal of helping children gain self-control. Our classroom environments encourage appropriate behavior and help children learn social skills. The rooms are filled with a wide range of activities that are age and child appropriate and that will interest and channel behavior constructively. Our Early Childhood Teachers are trained to observe and recognize signs of an impending crisis, to redirect children before problems arise, to reinforce positive behavior whenever possible, to encourage pro-social behavior, setting limits, help children learn problem solving skills and natural or logical consequences as well as knowing when it is appropriate to remove child from a situation.

The following actions are not acceptable by staff or volunteers in any classroom:

- Physical mistreatment or restraint of any kind.
- Frightening or threatening a child.
- Humiliating, degrading, ridiculing, or yelling at a child.

The staff utilize a system of progressive discipline when inappropriate behavior is involved. The consequences will range from a verbal warning to expulsion from the Children's Center. Parents will be informed of serious discipline concerns and will be involved in the writing of a discipline plan when appropriate.

The Code of Conduct and Violent and Aggressive Behavior (file: JICDD) for all Morgan County School District Re-3 students are enforced at the Children's Center.

Notification and Handling Children's Illnesses, Accidents, and Injuries

When a child is injured or has a minor accident while in the program, staff will first administer first aid. Children who become ill while attending childcare will be sent home. Parents will be notified immediately and will be expected to pick up the child promptly. An ill or injured child may not stay at the Children's Center. *Children who are ill or have been sent home by a school nurse will not be accepted into care at the* Children's Center *that day. All communicable illnesses will be reported to the local health department pursuant to the Colorado State Department of Public Health and Environment. We follow the 'How Sick is too Sick' Health Department guidelines.*

In case of an emergency, 911 will be called and the child will be taken to the closest emergency room at Common Spirit St. Elizabeth Hospital, 1000 Lincoln Street, Fort Morgan.

The following is the order of notifications and reports:

1. Emergency Services will be notified.
2. Families will be notified.
3. Morgan County School District Re-3 Accident Report will be completed.
4. The Department of Human Services Accident Report will be completed.

Emergencies and Drills

The children and staff are educated and practice the steps to follow in case of a fire, tornado or other emergency and they participate in drills throughout the school year. The fire drill exit procedures are posted in each room. Tornado drills will be held monthly from March through October. A record of all drills is kept at the center. The Children's Center also practices lock down, reverse evacuation, shelter in place, and active shooter, and evacuation drills. Emergency notifications and reunification directions will be sent to families using the district notifications system and the ELV app. In the event of an emergency children with disabilities and access/functional needs will be with their designated caregiver and care plans. Their priority status and needs will be communicated with district and local emergency management. After and emergency or disaster the district will identify alternate care locations, designate staff to manage children, communicate with parents. The Children's Center has backup supplies and plans for resuming normal operations depending on the circumstances while prioritizing the well-being of children and staff.

The Children's Center adheres to all Emergency Response Procedures instituted by Morgan County School District Re-3. Guidelines about the procedures used are available in each classroom and the office. All staff are trained using Emergency Response Procedures annually.

FIRE PROCEDURES

Fire exit directions are posted in each classroom. In case of an actual fire or drill children and teachers will follow these steps:

- Teachers and children will follow their fire exit route.
- Teachers and children will walk normally and quietly while exiting the building.
- Program staff will close all doors and check classrooms and bathrooms for children.
- Once outside, teachers and children will stand quietly in their designated area.
- Teachers and children will re-enter the building in a calm and orderly manner when directed to do so by the building administration.

TORNADO EMERGENCY PROCEDURES

Children practice tornado drills monthly. Tornado procedures are posted in each classroom. In the event of a tornado, classroom staff will be notified over the P.A. (public address) system and they, along with the children will follow these steps:

- Teachers and children will proceed into the Sherman building hallways where they sit against the wall.
- If teachers and children are outside when a warning is signaled, the teachers will immediately bring the children inside to the nearest hall and have the children sit against the wall.

Lost Children Procedure

The plan of action in the case of a lost or missing child from the Children's Center premises will include the following:

1) The staff member in charge of the missing child will notify the office immediately.

2) A quick check of the premises will be done immediately by staff not supervising children.

3) The parents or guardians will be notified immediately.

4) Prompt action will be taken to notify the local authorities (police, etc.) immediately.

5) The Morgan County School District Re-3 District Support Center will be notified immediately following the notification of parents and local authorities.

6) The Children's Center will submit a lost child written report to the local authorities and will contact the Colorado Department of Human Services within twenty-four hours of an incident.

A LOST CHILD ON A FIELD TRIP

The plan of action to follow in the case of a lost or missing child on a field trip will include the following:

1) A master list of the students leaving the Children's Center will be made with a list being left at the Children's Center and one carried with the supervisor in charge of the field trip.

2) Each group leader will be assigned a specific number of children. They will always carry a list of the students in their charge.

3) Each group leader will make frequent periodic checks to confirm that all the children are with them.

4) If a child becomes lost the group leader will notify the supervisor in charge. A quick check of the premises will be done immediately by staff not supervising the children.

5) The supervisor will immediately contact the local authorities available for immediate help in locating the child.

6) After a plan has been put into action in trying to locate the lost child, the supervisor will immediately check the safety of the rest of the children.

7) The supervisor in charge of the field trip will immediately notify the Children's Center office so parents or guardians and Morgan County School District Re-3 authorities are notified.

8) If the field trip is terminated before the child is found, the Director will remain at the site until the parents/guardians arrive. The other staff members and children will return with the bus to the Children's Center.

9) The Children's Center will submit a lost child written report to the local authorities and will contact the Colorado Department of Human Services within twenty-four hours of an incident.

10) Any child who arrives after a group has left for a field trip or excursion will remain at the Children's Center. The child can be taken to the event by a parent. A staff member may transport children to events if they are preapproved by the Transportation Director and there is district vehicle available. No child will be left unattended.

Television and Video Viewing

The Children's Center follows licensing guidelines regarding screen time and media.

- Media and internet usage will center around curriculum development and motor movement.
- A Media Plan with online safe practices will be taught to school age children and reviewed monthly.
- No television, recorded media, computer, tablet, and media devices will be used during meals or snack time and will be limited to no more than 30 minutes per day.
- On special occasions, 60 minutes may be exceeded with permission from the Director.
- Content of all material will be previewed by a staff member and screened for explicit language or topics. Movies viewed are rated either G or PG.
- Computer and tablet devices must not exceed 30 minutes per day.
- Parents or guardians must give permission for television and video viewing.
- Children under two years old will not be exposed to any screen time.

Transportation

Families participating in Infant Care, Toddler Care and Pre-K Care programs will transport their children to the Children's Center. Children participating in After School Care coming from Morgan County School District Re-3 schools will be bused to the Children's Center immediately following afternoon dismissal. Please note that there is no bus transportation offered during school breaks or on district no school days. Parents must provide their own transportation during these times. Transportation will be provided during Summer Care activities and field trips.

Field Trips

Children may have the opportunity to go on field trips throughout the year. Please note that other fees may apply for field trip expenses.

Field trips provide opportunities for hands on experiences and extended learning. Children will be always supervised by staff during field trips and the child-staff ratio will be maintained according to licensing regulations. If children attending the field trip require routine medications during the field trip or have special health needs, a staff member with current medication administration training and delegation will be present on the field trip.

Safety Related to Riding in a Vehicle: Seating, Supervision, Emergency Procedure

Morgan County School District Re-3 provides bus transportation to the Children's Center from all Morgan County School District Re-3 schools each afternoon for After School Care. When a child misses the bus that transports them to the Children's Center the school staff will contact the Children's Center to let them know that the student is at the school. The Children's Center will then call the parent. The parents will be responsible for picking up the child and transporting them to the Children's Center.

When children are transported in a school vehicle other than a school bus, each child must use a seat belt and proper safety restraint. Children are to be instructed on safety in case of an emergency or accident. Children must remain seated while the vehicle is in motion. All transportation staff are tested and certified through the Transportation Director of Morgan County School District Re-3.

During bus transportation it is expected that all children follow the bus rules and regulations (File: JLCC). Children who are given citations from the bus driver will have their parents contacted and could be suspended from bus services. If the bus services are suspended due to behavior issues, parents will have to transport their child to the Children's Center until a resolution is reached. Please refer to policy (File: EEAEC).

In the event of a transportation emergency the children will be kept calm and safe until emergency service arrives. The driver will notify 911, transportation department, and the Program Director of the emergency. The staff will remain and supervise children during the emergency or instruct children on safety steps to follow.

Dropping Off / Picking Up Students

Keeping children safe at all times while they are in the program is a priority at the Children's Center. We require that all families sign their children in and out of the program on the electronic device. Families may list alternate adults that have permission to pick up their child on the registration paperwork. This information includes the names, phone numbers and addresses

of those individuals the parent(s)/guardian(s) authorize to pick their child up from the Children's Center. Please keep in mind the following:

- **If an individual's name is not on the authorized pick-up list, the child will not be released to that person.**
- ***All persons picking up a child must be prepared to show a picture ID every time they enter the building***, regardless of being named on the pick-up list. If staff does not know a person, they will need to present a photo ID for verification.
- No one under the age of eighteen will be allowed to pick up a child from the program.
- If applicable, children will not be released to people listed on a restraining order from the courts.

To make morning transitions better for younger children, we ask parents that when dropping off their child, they make every effort to reassure their child and then say good-bye. It will be easier for the child, and it will allow the teacher to comfort and redirect the child's attention to the activities of the day.

At the end of the day, staff will check the sign in sheet upon leaving to ensure that all children have left for the day and are signed out.

School Age Care and Pre-K Care children will be checked in by a staff member. The Children being transported to the Children's Center from private schools will need an adult to enter the building and check them into the ELV system.

During summer, parents are responsible for bringing their child into the center and signing them into the sign-in/out of the ELV system.

Failure to pick up children from the Children's Center will result in the Department of Human Services and Law Enforcement being notified and intervening on behalf of the child.
Parents, please notify the Children's Center when your child will be absent from the program.

970-542-0731 ext. 40216/40315

Emergency Contacts

An emergency contact person listed on the registration form is required. Emergency contact person must be someone other than parents. List a person *that* can assume responsibility for your child in the event of an emergency. ***Please update your child's records if your emergency contact information changes.***

Caring For a Child Who Arrives Late at the Center

When a child arrives late at the center and their group has left the center, a staff member or Director, will care for that child until the classroom teacher and care group returns.

Storing and Administering Medications

Any medication that must be given requires written permission from the student's doctor and a parent must sign the Permission for Medication Form file: JLCD-E. This includes prescription and non-prescription medication.

The medication must be brought in an original labeled container and have doctors' orders for the administration of the medication. Medications are stored out of the reach of children in a locked cabinet. Refrigerated medications are stored in a locked box in the refrigerator in the clinic.

Medication will be given at school only if the effectiveness is altered by not giving it during the school day.

If it becomes necessary for a child to take any form of medication at school, these steps must be followed:

1. Only staff members trained in Medication Administration and given Nurse Consultant Delegation will be allowed to give medication to children at the Children's Center.

2. Written authorization from the physician for the school stating the child's name, reason for medication, medication name, dosage, time to be given, length of time of administration and any side effects or reaction to watch for.

3. Written authorization from the parent/guardian.

4. An adult must bring the medication to the center in its original pharmacy labeled container.
5. The medication must also have written orders from the physician and a "Permission for Medication" form signed by a parent/guardian. Any time medication and/or dosage changes throughout the year, all paperwork (written doctor's orders, permission for medication form and label on the pharmacy bottle) must be updated. Prescriptions must be renewed at the beginning of each year.

6. The staff member with medication administration authorization will keep a medication log.

7. All medication is kept locked up in the clinic and inaccessible to children.

8. All over-the-counter medication sent to school to the child will not be given and will be kept at the center and given back to the parent.

Children's Personal Belongings and Money

During After School Care, children will have a cubby available to store their personal belongings. All other care programs will have a cubby in their classroom labeled with their name. The

Children's Center is not responsible for items that are lost or broken in the program. Parents are asked not to send toys or money with their child unless requested by a teacher. All money brought by the children for field trips will be the responsibility of the child.

Meals and Snacks

Breakfast and an afternoon snack will be provided without charge for children who are in attendance that day. A hot lunch will be available for all children present during the lunch hour. Lunch tickets may be purchased depending on Income Eligibility Form qualifications. All children enrolled in the Children's Center program are required to fill out the CACFP IEF for childcare form.

Parents of infants are asked to provide specialized formula or breast milk for their child. The Children's Center and CACFP will supply Parent's Choice formula/Soy formula. When the infant is ready the Children's Center will supply baby food, cereal, and snacks.

The Children's Center participates in CACFP, a USDA-funded program and is an equal opportunity provider and employer. In accordance with federal law and US Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

To file a complaint of discrimination, write:
USDA, Director, Office of Civil Rights
Room 326-W, Whitten Building
14th and Independence Avenue
SW Washington DC 20250-9410
Or call: (202) 720-5964

Diapering and Toilet Training

For infants and toddlers diapering is done throughout the day with loving care and reassurance that their needs are being met. When diapering, staff members follow the rules and steps posted by the changing stations. Because of the many diseases and germs that can be transferred during diaper changes, Standard Precautions are always used when diapering. Please note that due to sanitation concerns the Children's Center does not allow the use of cloth diapers, only disposable diapers are permitted.

Parents will provide wipes and diapers for their infants and toddlers as needed. EHS children will have diapers and wipes provided.

The Children's Center believes in partnering with parents to start toilet training. We begin by having an agreement between parents and teachers on the process we will follow while toilet training. We provide unique child-size toilet areas to help alleviate fears and insecurities.

To start toilet training we require that children meet the following:

- Be at least 20 months old.
- Be able to pull their own pants on and off.
- Be able to communicate verbally the need to use the bathroom.

Teachers and parents will plan to work together to remain consistent between home and childcare. There will not be force or shame involved in toilet training. Each child will be given the opportunity to use the toilet, but we understand that it is ultimately the child's decision.

If your child is in the process of toilet training, we ask that you provide extra clothes, wipes, pull-ups, and underwear.

Visitors and Volunteers in the Center

Visitors and volunteers are welcomed and encouraged to be a part of the Children's Center program. They must check in and out at the office before proceeding to the classroom and before leaving the building.

If a visitor is going to the infant room, they must wear booties and a smock. We also require frequent handwashing throughout their visit, especially before and after transitions.
Visitors and Volunteers will never be left alone with the children.

Volunteer responsibilities:

- Participate in activities.
- Follow rules and regulations of all governing agencies.
- Receive training regarding expectations of volunteers.
- Work directly under the supervision of a staff member.
- Complete background investigations to CBI and TRAILS at their own expense.
- Complete Mandatory Reporter Training in Child Abuse and Neglect.

Parent and Staff Conferences

Parent and teacher conferences will be held in the Fall and Spring. They will also be available at parent's request when needed to discuss concerns, progress, or recommendations.

Filing a Complaint

If families have a complaint or concern, they can make them known by telephone, email, or personal interview. Complaints should be made to the Director and will be addressed immediately. We will strive for a peaceful resolution for all parties involved, so we can maintain a high level of care for each individual family.

To file a complaint with DHS about this facility contact:
Colorado Department of Human Services
Division of Child Care

1575 Sherman Street
Denver Colorado 80203-1714
Or Call (303) 866-5958 or (800) 799-5876

Reporting Child Abuse

Staff are Mandated Reporters and are required by law to report suspected child abuse or neglect. In the event that a report is made, the program will cooperate with the Department of Human Services and the Fort Morgan Police Department. To report suspected abuse or neglect of any child, call the Child Abuse and Neglect hotline at 1-844-CO-4-KIDS (1-844-264-5437).

Withdrawal from the Program

A two-week notice is required when withdrawing from the Children's Center. Also, a two-week notice will be given to families if the Children's Center can no longer offer care for their children.

Suspension and Expulsion from the Children's Center *or School*

Suspensions and expulsions can be utilized in cases of severe, chronic, and dangerous misbehavior. Please refer to policy (File: JKD/JKE) If a child is suspended or expelled from school, they may not attend the Children's Center.

Program staff are trained and work to identify the social, emotional, and developmental needs of each child. However, there are times when a child may need additional care that our staff are not able to provide. If we feel that a child's behavior endangers the safety of other children, we will notify the family and begin with a conference. We will work together to develop and plan of action. During that time if a child is a danger to themselves or others, we may choose to suspend the child from care. Including but not limited to biting, hitting, kicking, slapping, punching, and any type of aggressive bullying behaviors. Please refer to the Discipline Policy and Procedure on Guidance, Positive Instruction, Supporting Positive Behavior, Discipline and Consequences in this handbook for the steps taken by our staff to work with children who are displaying challenging behavior. It is only after supports are given and as a last resort that we would ask to remove the child from care at the Children's Center.

Asbestos Notification

To comply with the EPA AHERA regulations, Morgan County School District Re-3, must notify all students, staff, and patrons that all schools have been inspected and that there are Management Plans available for inspection. These plans are available at the Maintenance Office, 1301 East Riverview Avenue. Any remaining asbestos in schools is in good shape and poses no danger. The district maintains periodic inspections every six months to comply with the regulations.

Caregiving and Continuity of Care

Children enrolled at the Children's Center will be assigned to a specific classroom and teaching staff. These staff members will be the child's continuous care providers in support of the formation of a strong emotional bond between child and adult. ~~Every effort will be made to~~

~~maintain continuity for each child in our care.~~ The Children's Center is committed to maintaining consistent care relationships for children, ensuring they receive ongoing attention from the same caregivers.

Clothing and Supplies for Infants and Toddlers

Please send a complete change of clothes, socks, and jacket for your child to be kept at The Children's Center. Parents are responsible for providing the following items as needed:

- Diapers
- Wipes
- Bottles (daily)
- Specialized Formula or Human Milk
- Diaper Cream
- Sunscreen
- Water Bottle
- Blanket for Toddlers and Sleep Sacks for Infants

The Children's Center welcomes and supports families breastfeeding/chestfeeding their baby at our facility. We have private, clean, and designated spaces available for nursing parents.

Please make sure your child wears shoes daily to aid in their growth and developing skills.

All belongings should be labeled with the child's first and last name. Early Head Start children will have diapers and wipes supplied.

Communication

The Children's Center strives to ensure that persons with Limited English Proficiency have a meaningful and equal opportunity to participate in services, activities, and programs by providing communications services. The Children's Center communicates through a Language Interpreter and district resources to accommodate home language accessibility.

Communication in Infant and Toddler Care program involves parent and teacher face to face interactions and daily reports through Early Learning Ventures app to inform families about their child's daily activities and care. Communication in the Pre-K Care programs involve using the Early Learning Ventures app and face to face interactions. School Age Care communication is done face to face and the Early Learning Ventures app.

To communicate by phone please call 970-542-0731 ext. 40216 or 40315.
To communicate by email please email esther.cooley@fortmorgank12.com

Critical Incident Procedures

In the event of a safety or security threat inside or outside the building, the Fort Morgan Police Department has assisted the school in establishing safety procedures. Children will be taken to secure areas until the school office is notified by the police department that everything is safe.

The safety procedures are practiced each year. In the event of a safety or security threat, please do not call the school or attempt to pick up your children.

Commitments to Excellence

Please see District Policy information at the back of the book. The Children's Center is also committed to excellence in Continuous Quality Improvement. Part of quality improvement is planned in Colorado Shines. A copy of the plan is available in the office and will be reviewed with families and stakeholders yearly.

Children with Special Needs

The Children's Center accepts children with special needs and different abilities. Children with unique physical and mental abilities are accepted and offered care. Before a child with special needs is admitted to the Children's Center, the parents or guardians are required to meet with the director and provide a complete background explaining the child's condition and accommodations that need to be provided. There may be exclusion for care based on adaptive equipment availability and lift limits of fifty pounds. This must be done before the child can be accepted for care into the program. Our goal is to provide an inclusive environment with embedded support for all children.

Daily Schedule and Activities

At the Children's Center, we strive to provide a nurturing, healthy and comforting environment where children can be happy, healthy, and secure. Every room's schedule and environment are designed to help children develop positive self-esteem.

Children are involved in many different activities throughout the day suitable for their developmental level on a group and individual basis. Activities provided include arts, crafts, music, and movement along with unstructured and structured play. Enrichment activities are designed to enhance their emotional, cognitive, social, and physical development. They are planned based on children's interest and are structured and supervised. All children are encouraged to participate within their abilities. A daily schedule and monthly newsletter are printed to inform parents of the activities. Students are asked to come to school neat, clean, and dressed appropriately for the season and childcare setting. The district policy (File: JICA) regarding dress code is enforced while students are attending the Children's Center.

Damages to Program Property

The Children's Center provides a variety of toys, manipulatives, supplies, materials, and furniture for children to enjoy while learning and playing. We understand that with everyday use, wear and tear is expected. For this reason, we take great care of all our property and ask that children do the same. We expect children to treat program property with care and respect. If a child intentionally destroys or steals program property, parents will be responsible for the cost of the item, so we can maintain a high-quality environment for everyone.

Environment for Infant Room

With infants commonly on the floor we want to provide a clean, safe, and healthy environment in the Infant Room. We practice a 'shoe safe shoes and smocks' policy in this room. We ask that parents and staff entering the carpeted area of the infant room please slip a pair of shoe covers over their shoes and wear a smock over their clothes. In an effort to protect infants from secondhand and thirdhand, no smoking of any kind is allowed in or around the building. Additionally, staff who smoke must have clothing to wear at the Children's Center that has not been exposed to a smoking environment. Staff must keep hair and skin clean and smoke free when working with infants.

Food Allergies

The Children's Center must be notified in writing of any food allergies a child may have. All medical documentation must be submitted before the child begins care in the program. Please see (File: JLCDA) for further information.

Handbook Agreement

The Children's Center handbook is a reference for policies and procedures designed to provide families with important and current information about our program. The handbook is updated annually and is approved by the Morgan County School District Re-3 Board of Education. Any time there is an update, it will be presented to the Board and, once approved, families will receive the updated version of the handbook on the district website.

When registering for care, each family will be sent an electronic version of the Children's Center handbook. It will also be available online on the program's website. Families are required to sign that they received and understand the parent handbook.

Health

To maintain health in our environment, teachers spray down the classroom with a sanitizing or disinfecting solution every night. Toys are sanitized and disinfected once a week and stuffed animals and bedding are washed weekly. The children's cots are washed down daily with a sanitizing solution after nap time. The walls, sinks, tables, bathrooms, cribs, highchairs, cubbies, and other furniture are constantly maintained and washed.

Before a child can start care, a Health Form must be signed by a doctor and returned to the center. Once a child is enrolled, this form will be renewed annually.

The Health Status Form, Immunization Form, and Over the counter Medication Form must also be updated as directed by your physician.

Illness Policy and Screenings

For the health and safety of children and staff, we ask that parents keep their child at home if they do not feel well enough to participate in normal activities, need more care than staff can provide or have any of the symptoms listed below:

1. Fever over 100.4

2. Vomiting
3. Diarrhea
4. Flu symptoms
5. Coughing (severe)
6. Rash with Fever
7. Chicken Pox
8. Pink Eye (until treated)
9. Head Lice (until treated)
10. Hepatitis A
11. Impetigo
12. Ringworm
13. Roseola
14. RSV (until doctor approved return)
15. Strep Throat
16. Vaccine Preventable Diseases (until doctor approved return)

If your child is sent home, they must be symptom free for 24 hours, on antibiotics or have a doctor's approval before returning to the Children's Center.

To mitigate the spread of lice, the Program Director has the option of sending home any child with live lice for initial treatment. Children with nits only may remain in childcare if parents are actively combing out and treating the nits.

Vision, Dental, and Hearing Screenings will occur during the school year for our Infant, Toddler, and PreK Care programs. Families will be given advance notice and will be able to authorize permission before the screening occurs. The dates for the screenings will vary according to the availability of the screeners. Families may also opt out of any or all the screenings by documenting their choice on the permission slips.

COVID Policy

The pandemic has presented unique challenges for early childhood, but the Children's Center will make every effort to support families and continue providing services through pandemic incidents. To reduce or lower the transmission, infection, and disease severity of SARS-CoV-2 (COVID-19), Children's Center has practices and strategies in place for both program staff and enrolled children. This practice includes hand washing, environmental cleaning, disinfecting, quarantining, distance play, masking, and classroom closures. This policy may be updated at any time to align with current needs of the community and public health guidance for COVID-19.

Immunization of Students

Before your child begins care at the Children's Center, you must provide your child's immunization record if it is not obtainable from the Colorado State Immunization site. The Children's Center is required to have an immunization or exemption record kept in file at the

center. If your child needs immunizations, you will be notified to have them done before your child can return to childcare. Parents may also file an exemption form on the CIIS website. The Immunization Record must be updated according to the age requirements of your child as stipulated by the Health Department.

Staff members who manage or process immunizations are trained annually on immunization courses through the Colorado Department of Public Health and Environment.

Parents Right to Know

Please see District Policy information on our website ~ fortmorgank12.com

Parents Portal Instructions

Please see District Policy information on our website ~ fortmorgank12.com

Playground

The playground areas at the Children's Center are used to help children develop their large motor skills and experience nature. Every class has scheduled playground time daily. If they cannot play outside due to weather restrictions or hazards, large motor activities will be provided indoors. All structures, equipment and environments are checked for safety daily. All indoor equipment meets safety standards.

Referral for Family Services or Support

If a family expresses that they may need additional support services mental health, health, developmental, education, trauma, and adversity support services to a staff person will forward this information to the Director. The Program Director will provide contact information to the family or call the service provider directly, depending on the nature of the support needed. The Children's Center works to provide outside resources for parents, these resources include but are not limited to Nurse Family Partnership, St. Elizabeth Hospital, Baby Bear Hugs, and the Caring Pregnancy Center, and WIC. The Children's Center Director will also meet with families regarding progress and if further assistance in needed.

Right to Searches and Possession of Drugs and Alcohol

It is unlikely that there will be a need to search for a student. However, in the event of the necessity to do so, we will be guided by Morgan County School District Re-3 School Board Policy (File: JIH). The use, possession, distribution, or sale of drugs and alcohol by students is prohibited by Board of Education Policy (File: JICH and JICH-R). All Morgan County School District Re-3 facilities are smoke-free environments.

Safe Infant Sleep Policy

Safe Infant Sleep in Child Care

Providing infants with a safe place to grow and learn is very important. For this reason, the Children's Center has created a policy on safe sleep practices for infants up to 1-year-old. We follow the recommendations of the American Academy of Pediatrics (AAP) and the Consumer

Product Safety Commission to provide a safe sleep environment and reduce the risk of sudden infant death syndrome (SIDS). *SIDS is "the sudden death of an infant under 1 year of age, which remains unexplained after a thorough investigation."* The staff, substitute staff, and volunteers at the Children's Center follow the AAP safe sleep policy. Additionally, staff monitor sleeping infants with a visual check of their sleep position, skin color, breathing, and body temperature in their cribs every 15 minutes.

Sleep Position

- Infants will be placed flat on their backs to sleep every time unless there is a physician's signed sleep position medical waiver up to date on file. In the case of a waiver, a waiver notice will be posted at the infant's crib without identifying medical information. The full waiver will be kept in the infant's file.
- Infants will not be placed on their side for sleep.
- Devices such as wedges or infant positioners will not be used.
- Infants who use pacifiers will be offered their pacifier when they are placed to sleep, and it will not be put back in should the pacifier fall out once they fall asleep.
- Pacifiers will be cleaned between each use, checked for tears, and will not be coated in any solution.
- Parents are asked to provide replacement pacifiers on a regular basis.
- While infants will always be placed on their backs to sleep, when an infant can easily turn over from back to front and front to back, they can remain in whatever position they prefer to sleep.

Sleep Environment

- Our program will use safety-approved cribs and firm mattresses.
- Crib slats will be less than 2 3/8" apart.
- Infants will not be placed to sleep on any standard bed, waterbeds, couches, air mattresses, or on other soft surfaces.
- Only one infant will be placed to sleep in each crib. Siblings, including twins and triplets, will be placed in separate cribs.
- The crib will have a firm tight-fitting mattress covered by fitted sheet and will be free from blankets, loose bedding, toys, and other soft objects (i.e., pillows, quilts, comforters, sheepskins, stuffed toys, etc.)
- To avoid overheating, the temperature of the rooms where infants sleep will be checked and will be kept at a level that is comfortable for a lightly clothed adult.
- Sleep clothing, such as sleepers, sleep sacks, and wearable blankets, will be used as safe alternatives to blankets.
- Bibs and pacifiers will not be tied around an infant's neck or clipped on to an infant's clothing during sleep.
- Smoking is not allowed in or near the Children's Center.

Supervision

- When infants are in their cribs, they will be always within sight and hearing of staff.
- A staff member will visibly check on the sleeping infants every 15 minutes.
- When an infant is awake, they will have supervised 'tummy time.' This will help babies strengthen their muscles and development.

Training

All staff, substitute staff, parents, and volunteers at the Children's Center will be trained in safe sleep policies and practices.

Safe sleep practices will be reviewed with all staff, substitute staff, and volunteers each year. In addition, training specific to these policies will be given before any individual is allowed to care for infants.

Documentation that staff members, substitutes, and volunteers have read and understand these policies will be kept in each individual's file.

All staff and substitutes at the Children's Center will be trained in first aid for unresponsive infants as well as what to do when they have a question or need assistance before, they are allowed to care for infants.

When the Policy Applies

This policy applies to all staff, substitute staff, parents, and volunteers when they place an infant to sleep at the Children's Center.

Communication Plan for Staff and Parents

Parents will review this policy when they enroll their child in the Children's Center and a copy will be provided in the parent handbook and a paper copy will be available at parent's request. Parents are highly encouraged to follow this same policy when the infant is at home. These policies will be posted in prominent places. Information regarding safe sleep practices, safe sleep environments, reducing the risk of SIDS in childcare as well as other program health and safety practices will be shared if any changes are made. A copy will also be provided in the staff handbook.

Any individual who has questions regarding this policy may ask Program Contact:
Esther Cooley, Early Childhood Program Director for the Children's Center.
esther.cooley@fortmorgank12.com or 970-542-0731 ex. 40216/40315

School/Parent Policy Compact (Title 1)

Please see District Policy information on our website ~ fortmorgank12.com

Screenings and Assessments and Referrals

Staff and professionals will conduct various screenings and assessments of children while enrolled.

Assessments may include:

- Dental Screenings
- Vision Screening
- Hearing Screening
- Ages and Stages Questionnaire
- Ages and Stages Questionnaire Social and Emotional
- Informal Classroom Assessments
- Teaching Strategies Gold Assessments

Based on the screening results referrals for appropriate services will be made. Families will be given advance notice and will be able to authorize permission before the screening occurs. The dates for the screenings will vary according to the availability of the screeners. Families may also opt out of any or all the screenings by documenting their choice on the permission slips.

Weapons in School

The Morgan County School District Re-3 policy regarding weapons at school (File: JICI) Weapons, or other objects being used as weapons, will not be tolerated. Students disregarding these policies will be subject to suspension and/or expulsion from school.

This policy will be enforced year-round while children are attending the Children's Center.

Web Site

The Morgan County School District Re-3 website can be found at www.fortmorgank12.com The Children's Center icon is in the upper right corner on the home page. This area on the web site is available for program information. Also, on this website all Morgan County School District Re-3 policies can be accessed and reviewed.

ELV Early Head Start Handbook Requirements: Early Head Start will operate at the Children's Center Tuesday through Friday.

Section Description / Title	Head Start Performance Standards Numbers

ERSEA	**1302.10-1302.18**
Staff AND Family: Hours/days of operation reflect full-day, full -year ECE.	HOURS OF OPERATION Children's Center Monday - Friday 7:30am – 5:30 pm Early Head Start Monday - Friday 7:30 am to 4:30 pm. We offer full day, full year care.
	HORAS DE OPERACIÓN Nombre del Programa de Cuidado de Niños Lunes - Viernes 7:30am - 5:30 pm Early Head Start Lunes - Viernes 7:30 am to 4:30 pm. Ofrecemos cuidado de día completo, año completo
	ساعات العمل اسم برنامج رعاية الطفل الاثنين - الجمعة 7:00 صباحًا - 7:00 مساءً برنامج Early Head Start الاثنين - الجمعة 8:00 صباحًا حتى 5:00 مساءً. نحن نُقدم رعاية طوال اليوم على مدار العام.
Family: Policy stating that parent/guardian(s) must contact the facility within an hour of the time the child usually arrives if the child is absent/late. Staff: Policy stating staff must contact child's parent/guardians within an hour of the time the child usually arrives, if the child is absent/late and the parent/guardian(s) have not called the facility.	ABSENCE NOTIFICATION Parents / guardians should notify us in advance or as soon as possible if the child will be absent. A member of our staff will call families within one hour of any unexpected absences. Teachers must notify the designated staff member of unexpected absences in a timely manner for this purpose.
	NOTIFICACIÓN DE AUSENCIAS Padres / guardianes deberán notificarnos de antemano o tan pronto sea posible si el niño estará ausente. Un miembro de nuestro personal llamará a las familias dentro de una hora de cualquier ausencia inesperada. Los maestros deben de notificar el miembro de personal designado de ausencias inesperadas de manera oportuna para este propósito.
	إخطار الغياب يَجب على أولياء الأمور أو الأوصياء إخطارنا مُسبقًا أو في أقرب وقت ممكن في حالة تَغيب الطفل. وسيتواصل أحد أعضاء فريق العمل لدينا بالعائلات، في خلال ساعة واحدة، في حالة حدوث أي غيابات غير متوقعة. ويتعين على المُعلمين إخطار الموظف المعني بحالات الغياب غير المتوقعة في الوقت الملائم لهذا الغرض.

Staff AND Family: Policy stating that Early Head Start children must be in attendance at least 85% of the month and that if attendance is poor, steps to assist family with any barriers will be determined. Early Head Start children must attend at a minimum of 27 hours a week (1380 hours a year) of planned class operations. If a child is scheduled to be out for an extended leave an Extended Leave Form must be completed and on file to hold the Early Head Start slot.	CHILDREN'S ATTENDANCE Good attendance assures that children will receive the greatest benefit from our program. We want all children to experience the learning activities planned daily. Mildly ill children are able to participate. See "Illness Policy". Early Head Start children are expected to attend at least 85% of the time each month, or a minimum of 27 hours a week of planned class operations. If attendance falls below 85%, we will work with our ELV specialist to create a plan to assist family with any barriers. If a child is scheduled to be out for an extended amount of time, we will need an extended leave form completed (please ask your ELV specialist) and on file to hold the childcare slot. If a child is absent more than 3 consecutive days due to illness, a doctor's note is required to return to childcare. ASISTENCIA DE LOS NIÑOS La buena asistencia asegura que los niños recibirán el mayor beneficio de nuestro programa. Queremos que todos los niños experimenten las actividades de aprendizaje planificadas a diario. Niños levemente enfermos pueden participar. Consulte la "Política de enfermedades". Se espera que los niños de Early Head Start asistan al menos el 85 % del tiempo cada mes, o un mínimo de 27 horas a la semana de operaciones de clases planificadas. Si la asistencia cae por debajo del 85 %, trabajaremos con nuestro especialista ELV para crear un plan para ayudar a la familia con cualquier barrera. Si un niño está programado para estar fuera por un período prolongado de tiempo, necesitaremos que complete un formulario de permiso extendida (pregúntele a su especialista de ELV) y se mantendrá en el archivo para mantener el espacio de cuidado infantil. Si un niño se ausenta más de 3 días consecutivos debido a una enfermedad, se requerirá una excusa médica por escrito para regresar a la guardería. حضور الأطفال ونُريد أن يجرب يَضمن الحضور المنتظم للأطفال الحصول على أكبر استفادة من برنامجنا. يُمكن للأطفال المرضى بشكل طفيف المشاركة. جميع الأطفال أنشطة التعلم المُقررة يوميًا. اطّلع على "سياسة المرض". يُتوقع حضور الأطفال في برنامج Early Head Start بنسبة 85% على الأقل من كل شهر، أو ما لا يقل عن 27 ساعة في الأسبوع من عمليات الصف المخطط لها. في حالة انخفاض الحضور إلى أقل من 85%، فسنعمل مع مُتخصصي برنامج مشروع التعلم المبكر لدينا لوضع خُطة من أجل مساعدة الأسرة في مواجهة أي عوائق. سنحتاج إلى استكمال نموذج إجازة مُمتدة (من فضلك اسأل متخصص برنامج مشروع التعلم المبكر الخاص بك)، ويجب أن يكون النموذج بالملف للاحتفاظ بوحدة رعاية الطفل، إذا كان يَلزم إحضار شهادة طبية، إذا من المقرر خروج الطفل من المنزل لفترة طويلة من الوقت. تغيب الطفل لأكثر من 3 أيام على التوالي 0

	CLASSROOM MANAGEMENT __Children's Center___ advocates a positive approach to discipline. Our procedure on guidance, positive instruction, supporting positive behavior, discipline and consequences, is outlined below: Cultivate positive child, provider and family relationships. We have received training on positive teaching practices that ensure that children's behavior is guided in a positive manner. We continuously incorporate our families through daily communications regarding their child(ren) and encourage family involvement to ensure that their child(ren) is being guided in a positive direction. Create and maintain a socially and emotionally respectful early learning and care environment. We encourage positive interactions with each child through modeling and teaching methods that allow children to learn and be capable of respecting others socially and emotionally. Implement teaching strategies supporting positive behavior, prosocial peer interaction, and overall social and emotional competence in young children. We are trained to reinforce children's positive behavior effectively and positively and re-direct any behavior that is harmful. We also demonstrate ongoing positive interactions with each child, which helps children learn how to treat others in a positive way and to be more aware of the feelings of their peers. Work as a team to identify specific social and emotional needs of each child. We are trained in methods that enable us to understand children's behavior and develop positive behavior support plans for each child. We provide individualized social and emotional intervention supports for children who need them, including methods for understanding child behavior; and developing, adopting, and implementing a team based positive behavior support plan with the intent to reduce challenging behavior and prevent suspensions and expulsions. Provide access an early childhood mental health consultant or other specialist as needed. We strive to continuously strengthen our relationships with children and their families. Through regular, specialized trainings, we are able to identify the individual needs of children in our care. While working with families, we are able to provide each child with the specialized care that he/she may need. When a situation occurs that make a child's needs difficult to meet, the family will be given information on how to access an Early Childhood Mental Health Specialist to support their child in all environments. We currently partner with Mental Health Consultant Agency Centennial Mental Health 970-867-4924
	MANEJO DEL SALÓN Children's Center aboga por un enfoque positivo de la disciplina. Nuestro procedimiento de orientación, instrucción positiva, apoyo al comportamiento positivo, disciplina y consecuencias se describe a continuación:

Staff AND Family: Policy stating how the program provides supports for effective classroom management and works with Behavioral Health/Mental Health consultants to implements strategies to support social and emotional concerns to limit suspension and expulsion.	□ Cultivar relaciones positivas entre el niño, el proveedor y la familia. Hemos recibido entrenamiento sobre prácticas de enseñanza positivas que aseguran que el comportamiento de los niños se guíe de manera positiva. □ Incorporamos continuamente a nuestras familias a través de comunicaciones diarias con respecto a su(s) hijo(s) y alentamos la participación familiar para asegurar que su(s) hijo(s) sea(n) guiado(s) en una dirección positiva. □ Crear y mantener un ambiente de cuidado y aprendizaje temprano social- y emocionalmente respetuoso. □ Fomentamos las interacciones positivas con cada niño a través de modelos y métodos de enseñanza que les permitan aprender y ser capaces de respetar a los demás social- y emocionalmente. □ Implementar estrategias de enseñanza que apoyen el comportamiento positivo, la interacción prosocial con los compañeros y la competencia social y emocional en general en los niños pequeños. □ Estamos entrenados para reforzar de manera efectiva y positiva el comportamiento positivo de los niños y redirigir cualquier comportamiento que sea dañino. También demostramos interacciones positivas continuas con cada niño, lo que ayuda a los niños a aprender cómo tratar a los demás de manera positiva y ser más conscientes de los sentimientos de sus compañeros. □ Trabajar en equipo para identificar las necesidades sociales y emocionales específicas de cada niño. Estamos entrenados en métodos que nos permiten comprender el comportamiento de los niños y desarrollar planes de apoyo de comportamiento positivo para cada niño. □ Brindamos apoyos de intervención social y emocional individualizados para los niños que los necesitan, incluidos métodos para comprender el comportamiento del niño; y desarrollar, adoptar e implementar un plan de apoyo de comportamiento positivo basado en equipo con la intención de reducir el comportamiento desafiante y prevenir suspensiones y expulsiones. □ Dar acceso a un consultor de salud mental de primera infancia u otro especialista, según sea necesario. Nos esforzamos en fortalecer continuamente nuestras relaciones con los niños y sus familias. A través de entrenamientos periódicos y especializados, podemos identificar las necesidades individuales de los niños bajo nuestro cuidado. Mientras trabajamos con las familias, podemos darle a cada niño la atención especializada que pueda necesitar. Cuando ocurra una situación que haga que las necesidades de un niño sean difíciles de satisfacer, la familia recibirá información sobre cómo acceder a un especialista en salud mental de primera infancia para apoyar a su hijo en todos los entornos. Actualmente estamos asociados con nombre, dirección y número de teléfono de la agencia consultora de salud mental.

	إدارة الفصل الدراسي _اسم المشروع التجاري____ يدعو إلى نهج إيجابي للانضباط. جَرى توضيح إجراءاتنا الخاصة بالإرشاد، والتوجيه الإيجابي، ودعم السلوك الإيجابي، والانضباط، والعواقب، أدناه: □ نُنمي الطفل إيجابيًا، ونُقدم له الرعاية الصحية، ونهتم بعلاقاته الأسرية. وذلك لأننا تلقينا تدريبًا على أساليب التدريس الإيجابية التي تضمن تقويم سلوك الأطفال بطريقة إيجابية. □ نُشرك أُسرنا باستمرار من خلال التواصل اليومي بشأن طفلهم (أطفالهم) ونُشجع مشاركة الأسرة من أجل ضمان توجيه أطفالهم بشكل إيجابي. □ نُنشئ ونحافظ على بيئة تعلم ورعاية مبكرة تحظى بالاحترام الاجتماعي والعاطفي. □ نُشجع التفاعل الإيجابي مع كل طفل من خلال أساليب إعطاء النماذج والتدريس التي تسمح للأطفال بالتعلم وجعلهم قادرين على احترام الآخرين على الجانب الاجتماعي والعاطفي. □ تطبيق استراتيجيات التدريس التي تدعم السلوك الإيجابي، والتفاعل الإيجابي مع أقرانهم، والأهلية الاجتماعية والعاطفية الشاملة للأطفال الصغار. □ نحن مُدربون على تعزيز السلوك الإيجابي للأطفال على نحو فعّال وإيجابي، وعلى تقويم أي سلوك مُضر. ودائما ما نُظهر آليات التفاعل الإيجابية لكل الأطفال؛ من أجل مساعدتهم في تعلم كيفية معاملة الآخرين بنهج إيجابي، وليكونوا أكثر مراعاة لمشاعر أقرانهم. □ نَعمل كفريق لنُحدد الاحتياجات الاجتماعية والعاطفية الخاصة لكل طفل. نحن مُدربون على أساليب تمكننا من فهم تصرفات الأطفال وتطوير خُطط من أجل تعزيز السلوك الإيجابي لكل طفل. □ نحن نُقدم دعم التدخل الاجتماعي والعاطفي الشخصي للأطفال الذين يحتاجونه، بما في ذلك طُرق فهم سلوك الطفل، وتطوير، واعتماد، وتطبيق خطة دعم السلوك الإيجابي التي تقوم على العمل كفريق بهدف تقليل السلوك صعب المراس ومنع الإيقاف والطرد. □ توفير مستشار الصحة العقلية في مرحلة الطفولة المبكرة أو غيره من المُختصين حسب الحاجة. كما أننا قادرين على تحديد حيث نَسعى باستمرار إلى توطيد علاقاتنا بالأطفال وأسرهم. الاحتياجات الخاصة للأطفال تحت رعايتنا، وذلك بفضل تدريبات منتظمة ومتخصصة. ونحن قادرين، أيضًا، على توفير رعاية متخصصة لكل طفل/طفلة في حالة الاحتياج ستُزود الأسرة بمعلومات حول كيفية الوصول إلى إليها، بينما نُنسق مع الأسر. أخصائي الصحة العقلية في مرحلة الطفولة المبكرة لدعم طفلهم في كل الأحوال، عندما وكالة تحدث حالة تجعل من الصعب تلبية احتياجات الطفل. نحن نتشارك حاليًا مع استشاري الصحة العقلية الاسم، العنوان، ورقم الهاتف.
<u>Staff: Policy stating that Early Head Start Parents / Guardians cannot be charged any fees including special events, field trips, and/or supply fees</u>	FEES Early Head Start Parents / Guardians are not to be charged for any supplies, field trip costs, family events, etc. Infants and toddlers participating in the Early Head Start Program receive diapers, wipes, and formula at no cost while in the care of the program.
	TARIFAS Padres / Guardianes de Early Head Start no tendrán cobros por suministros, costos de excursiones, eventos familiares, etc. Los bebés y niños pequeños que participan en el programa Early Head Start reciben pañales, toallitas húmedas y fórmula sin costo mientras están bajo el cuidado del programa.
	المصاريف Early Head Start لا تُحصل أي رسوم من أولياء الأمور أو الأوصياء في برنامج عن أي إمدادات أو تكاليف رحلة ميدانية أو أحداث عائلية، وما إلى ذلك. ويتلقى الرضع، حفاضات، ومناديل مبللة، Early Head Start والصغار المشاركون في برنامج .ولبن صناعي مجانًا أثناء فترة رعاية البرنامج

Staff: Policy stating that the program agrees to ensure that EHS children will not be unenrolled for loss of CCCAP.	EXPULSION POLICY Children who are enrolled in Early Head Start cannot be unenrolled from EHS or the program due to loss of CCCAP. Any family who has lost their CCCAP should reach out to their childcare partnership specialist for finding support for their childcare fee.
	NORMA DE EXPULSIÓN Niños inscritos en Early Head Start no se podrán dar de baja de EHS o del programa debido a la pérdida de CCCAP. Cualquiera familia quien ha perdido CCCAP debería hablar con su especialista para encontrar apoyo para su tarifa de cuidado de niños.
	سياسة الطرد من قسم Early Head Start لا يمكن إلغاء تسجيل الأطفال المسجلين في برنامج أو البرنامج بسبب عدم الانضمام لبرنامج مساعدة البيئة، والصحة، والسلامة (EHS) رعاية الطفل في كولورادو (CCAP).

EHS Center Based Option	1302.21
Staff: Policy stating that no more than 8 children are placed in any learning environment; ratio 1 teacher to 4 children.	EARLY HEAD START RATIO & GROUP SIZE During our Early Head Start hours, we will place no more than 8 children in any Early Head Start learning environment (9 may be allowable with a third qualified teacher); and will maintain a ratio of 1 teacher to 4 children.
	PROPORCIÓN Y TAMAÑO DE GRUPO DE EARLY HEAD START Durante las horas de Early Head Start, tendremos a no más de 8 niños en cualquier ambiente de aprendizaje de Early Head Start (se pueden permitir 9 con un tercer maestro calificado); y se mantendrá una proporción de 1 maestro por 4 niños.
	مُعدّل برنامج EARLY HEAD START وحجم المجموعة لن نَضع أكثر من 8 أطفال في أي بيئة تعليمية لبرنامج Early Head Start، خلال ساعات عمله، (قد يُسمح بـ 9 ولكن بمُعلم مؤهل ثالث) وسنُحافظ على مُعدّل مُعلم لكل 4 أطفال.
EHS Family Child Care Option	**1302.23**
Staff: Policy stating that no more than that 6 children are placed in any learning environment; ratio 1 teacher to 6 children.	EARLY HEAD START RATIO & GROUP SIZE During our Early Head Start Hours, we will place no more than 6 children in any Early Head Start learning environment; and will maintain a ratio of 1 teacher to 6 children.
	PROPORCIÓN Y TAMAÑO DE GRUPO DE EARLY HEAD START Durante las horas de Early Head Start, tendremos a no más de 6 niños en cualquier ambiente de aprendizaje de Early Head Start; y se mantendrá una proporción de 1 maestro por 6 niños.
	مُعدّل برنامج EARLY HEAD START وحجم المجموعة لن نَضع أكثر من 6 أطفال في أي بيئة تعليمية لبرنامج Early Head Start، خلال ساعات عمله، وسنحافظ على مُعدّل مُعلم لكل 6 أطفال.

Policy Council & Parent Committees	1301.3-1301.4
Family: Policy stating that EHS parents are automatically a part of the Parent Committee to help develop parent engagement activities. Parent Committee meetings will be held on a regular basis. Parent Engagement activities will be held at a minimum quarterly. Also, EHS parents have the option to be a part of Policy Council.	PARENT COMMITTEE Parents and guardians of children enrolled in Early Head Start are automatically a part of our parent committee. Parent / guardian participation is highly encouraged. The Parent Committee is a parent / guardian run committee to plan and discuss parent / guardian engagement opportunities. Parent engagement opportunities are held at a minimum quarterly. Parent Committee is designed to offer parents and guardians a forum where questions can be answered, suggestions can be made, and problems solved. Additionally, the Parent Committee ensures effective, two-way, communication between staff and parents or guardians. Parents and guardians also have the opportunity to participate in Policy Council. Policy Council is made up of community members and EHS parents / guardians. Policy Council works in partnership with the Governing Body and key management staff to develop, review, and approve or disapprove specific policies and procedures to align with Head Start Program Performance Standards and the Head Start Act. Please let your ELV specialist know if you are interested in this leadership opportunity.
	COMITE DE PADRES Los padres y guardianes de los niños inscritos en Early Head Start son automáticamente parte de nuestro comité de padres. Se anima fuertemente la participación de los padres/guardianes. El Comité de Padres es un comité dirigido por padres/guardianes para planificar y discutir oportunidades de participación de padres/guardianes. Las oportunidades para la participación de los padres se llevan a cabo como mínimo trimestralmente. El Comité de Padres está diseñado para ofrecer a los padres y guardianes un foro donde se pueden responder a preguntas, hacer sugerencias y resolver problemas. Además, el Comité de Padres garantiza una comunicación bidireccional efectiva entre el personal y los padres o guardianes. Los padres y guardianes también tienen la oportunidad de participar en el Concilio de Normas. El Concilio de Normas está compuesto por miembros de la comunidad y padres/guardianes de EHS. El Concilio de Normas trabaja en asociación con el Cuerpo Gobernante y el personal de administración clave para desarrollar, revisar y aprobar o desaprobar normas y procedimientos específicos para alinearse con las Normas de Desempeño del Programa Head Start y las Reglas de Head Start. Informe a su especialista en ELV si está interesado en esta oportunidad de liderazgo

أصبح أولياء أمور أو الأوصياء على الأطفال الذين سجلوا في برنامج Early Head Start تلقائيًا جزءً من لجنة أولياء الأمور. يُرحّب بمشاركة أولياء الأمور أو الأوصياء بشدة. ولجنة أولياء الأمور هي لجنة يُديرها أولياء الأمور أو الأوصياء من أجل تخطيط ومناقشة فرص إشراكهم. وتُعقد فرص إشراك أولياء الأمور كل ثلاثة أشهر على الأقل. كما كُرست لجنة أولياء الأمور من أجل تقديم منتدى لأولياء الأمور أو الأوصياء حيث يُمكن الإجابة على الأسئلة وتقديم الاقتراحات وحل المشكلات. وتَضمن لجنة أولياء الأمور، بالإضافة إلى ذلك، التواصل الفعال بين كلًا الجانبين من الموظفين، وأولياء الأمور أو الأوصياء. ولجنة السياسات هي لجنة يملك أولياء الأمور أو الأوصياء الفرصة للمشاركة في لجنة السياسات. مُكونة من أفراد المجتمع وأولياء الأمور أو الأوصياء بقسم البيئة، والصحة، والسلامة. وتعمل لجنة السياسات بالشراكة مع مجلس الإدارة وموظفيها الرئيسيين من أجل تطوير، ومراجعة، واعتماد، أو رفض سياسات وإجراءات مُعينة لتتماشى مع معايير أداء برنامج Head Start وقانونه. أعلِم متخصص برنامج مشروع التعلم المبكر إذا كنت مهتمًا بفرصة القيادة هذه.	

Education & Child Development	1302.30-1302.36; 1301.3-1301.4
Staff AND Family: Policy stating parent's input, engagement, and their role as child's lifelong educators supporting their child's education.	PARENTAL ENGAGEMENT We support parents as their child's first teacher and believe that parents / guardians should provide input and engagement supporting their child's education on an ongoing basis and in their family's home language. Families may receive a survey annually from ELV to gather information on preferred engagement opportunities.
	PARTICIPACIÓN DE LOS PADRES Apoyamos a los padres como los primeros maestros de sus hijos y creemos que los padres/guardianes deben aportar y participar en la educación de sus hijos de manera continua y en el idioma del hogar de la familia. Las familias pueden recibir una encuesta anual de ELV para recopilar información sobre las oportunidades de participación preferidas.
	مشاركة أولياء الأمور نحن ندعم أولياء الأمور باعتبارهم المعلمين الأوائل لأطفالهم ونعتقد أن أولياء الأمور أو الأوصياء يجب أن يساهموا ويشاركوا بدعمهم من اجل تعليم أطفالهم بشكل مستمر وباللغة الأم لأسرهم. لذلك قد تتلقى العائلات استطلاعًا سنويًا من مشاريع التعلم المبكر من أجل جمع المعلومات حول فرص المشاركة التي يفضلوها.
Staff AND Family: Policy stating parent input in policy and procedures regarding parents input and involvement in the curriculum implementation.	PARENTAL INPUT We support input and engagement from parents and guardians in curriculum implementation in several ways. First, we have a comment box where parents / guardians can share feedback on policies and procedures as well as curriculum. Additionally, teachers send home activities related to classroom curriculum to create a link between home and school. Parents and guardians are also asked to support curriculum in various ways. For example, Home Visits and Parent Teacher Conferences are an opportunity for parents and guardians to share ideas for activities that can enhance current curriculum. Additionally, if a parent or guardian has skills that can enhance classroom curriculum, teachers may invite parents / guardians to share those skills in developmentally appropriate ways. Finally, parents and guardians may be able to volunteer in the program.
	APORTES DE LOS PADRES Apoyamos los aportes y la participación de los padres y guardianes en la implementación del currículo de varias maneras. Primero, tenemos un buzón de comentarios donde los padres/guardianes pueden compartir comentarios sobre normas y procedimientos, así como también sobre el currículo. Además, los maestros envían a casa actividades relacionadas con el currículo del salón de clases para crear un vínculo entre el hogar y la escuela. También se les pide a los padres y guardianes que apoyen el currículo de varias maneras. Por ejemplo, las visitas al hogar y las conferencias de padres y maestros son una oportunidad para que los padres y guardianes compartan ideas sobre actividades que pueden mejorar el currículo actual. Además, si un padre o guardián tiene habilidades que pueden mejorar el currículo del salón de clases, los maestros pueden invitar a los padres o guardianes a compartir esas habilidades de manera

	apropiada para el desarrollo. Finalmente, los padres y guardianes pueden ser voluntarios en el programa.
	مشاركة أولياء الأمور نحن ندعم المساهمات والمشاركات من جانب أولياء الأمور والأوصياء في تطبيق المنهج الدراسي بطرق عديدة. أولًا، لدينا صندوق مقترحات حيث يُمكن لأولياء الأمور أو الأوصياء مشاركة ملاحظاتهم فيما يخص السياسات والإجراءات وأيضًا في المنهج الدراسي. ويُرسل المُعلمون، بالإضافة إلى ذلك، الأنشطة المنزلية المُتعلقة بمنهج الصف الدراسي، لخلق رابط بين المنزل والمدرسة. كما أن أولياء الأمور والأوصياء معنيين بدعم المنهج الدراسي بطرق عديدة. وتُعد الزيارات المنزلية ومؤتمرات أولياء الأمور والمُعلمين، على سبيل المثال، فرصة لأولياء الأمور أو الأوصياء من أجل مُشاركة الأفكار حول الأنشطة التي يُمكن أن تدعم المنهج الدراسي الحالي. بالإضافة إلى ذلك، إذا كان أحد أولياء الأمور أو الأوصياء لديه مهارات يمكن أن تدعم المنهج الدراسي في الصف، فيجوز للمُعلمين دعوة أولياء الأمور أو الأوصياء من أجل مشاركة هذه المهارات بطرق مناسبة تنمويًا. أخيرًا، يُمكن لأولياء الأمور والأوصياء التطوع في هذا البرنامج.
<u>Staff AND Family:</u> Policy stating EHS enrolled child(ren) have two (2) Home Visits and two (2) Parent Teacher Conferences in a program year.	HOME VISITS AND PARENT CONFERENCES All parents / guardians of children enrolled in our Early Head Start Program have the opportunity to participate in two home visits and two parent conferences each school year. Our staff will schedule home visits and conferences with parents / guardians to collaboratively discuss the child's classroom experiences and developmental progress and set goals. Home visits are a wonderful way for a child's teacher to get to know the child better. They allow a teacher to better understand the home environment and to observe if a child behaves similarly at home and in the childcare setting. During Home Visits and Parent Teacher Conferences, we will discuss the child's screening results, assessments, and strengths. Parents / guardians will be asked to provide input by sharing observations of the child's development and provide input into their curriculum. Together parents / guardians and teachers will develop goals and activities that we can do both at home and at the program to help your child meet her/his educational needs towards school readiness. As a partner for the child's learning, parents and guardians are encouraged to share special cultural and child rearing practices that might assist the teachers in understanding and providing more responsive care to the child.

	VISITAS AL HOGAR Y CONFERENCIAS DE PADRES Todos los padres/guardianes de niños inscritos en nuestro Programa Early Head Start tienen la oportunidad de participar en dos visitas al hogar y dos conferencias de padres cada año escolar. Nuestro personal programará visitas al hogar y conferencias con los padres/guardianes para charlar en colaboración sobre las experiencias del niño en el salón de clases y su progreso en desarrollo y establecer metas. Las visitas al hogar son una manera maravillosa para que el maestro de un niño lo conozca mejor. Permiten que un maestro comprenda mejor el ambiente del hogar y observe si un niño se comporta de manera similar en el hogar y en el ambiente de cuidado infantil. Durante las visitas al hogar y las conferencias de padres y maestros, discutiremos los resultados de las evaluaciones, los asesoramientos y las fortalezas del niño. Se les pedirá a los padres/guardianes que brinden su opinión compartiendo observaciones sobre el desarrollo del niño y aporten a su plan de estudios. Juntos, los padres/guardianes y maestros desarrollarán metas y actividades que podemos hacer tanto en el hogar como en el programa para ayudar a su hijo a satisfacer sus necesidades educativas hacia la preparación escolar. Como socios para el aprendizaje del niño, se alienta a los padres y guardianes a compartir prácticas culturales y de crianza especiales que puedan ayudar a los maestros a comprender y brindar una atención más receptiva al niño.
	لزيارات المنزلية ومؤتمرات أولياء الأمور Early Head Start يحظى كل أولياء أمور أو أوصياء الأطفال الذين سجلوا في برنامجنا بالفرصة للمشاركة في زيارتين منزليتين ومؤتمرين لأولياء الأمور في كل عام دراسي. وسيجدول فريقنا الزيارات المنزلية والمؤتمرات مع أولياء الأمور أو الأوصياء من أجل مناقشة تجارب الصف الدراسي للطفل والتقدم التنموي وتحديد الأهداف بطريقة تعاونية. وتُعد الزيارات المنزلية طريقة رائعة لمُعلم الطفل لمعرفة الطفل أكثر. فذلك يسمح للمعلم بفهم بيئة المنزل بشكل أفضل، وملاحظة ما إذا كان الطفل يتصرف بشكل مشابه في المنزل، وفي فصل رعاية الطفل. وسنُناقش نتائج متابعة الطفل، وتقييماته، ونقاط قوته، أثناء الزيارات المنزلية ومؤتمرات أولياء الأمور والمُعلمين. كما سيُطلب من أولياء الأمور أو الأوصياء تقديم مساهماتهم من خلال مشاركة الملاحظات حول تطور الطفل، وتقديم مساهمات في مناهجه الدراسية. وسيطور أولياء الأمور أو الأوصياء والمُعلمون معًا أهدافًا وأنشطة يمكننا القيام بها في المنزل والبرنامج من أجل مُساعدة طفلك على تلبية احتياجاته التعليمية ليستعد للدراسة. ونحن نُشجع أولياء الأمور والأوصياء على مُشاركة الممارسات الثقافية الخاصة وتربية الطفل، بصفتنا شركاء في تعلم الطفل، وهذه الممارسات تُساعد المُعلمين في فهم وتقديم رعاية بها استجابة أكثر للطفل.
Staff AND Family: Policy stating when a majority of children in the class speak the same language, at least one staff member must speak such language.	STAFF LANGUAGE REFLECTING MAJORITY LANGUAGE Children's Center will provide support to children whose primary language is other than English (including ASL) to encourage and support the child's full participation and involvement in their classroom. At least one teacher in the classroom will be bilingual if there is a dominant second language in that classroom for a majority of children.

	LENGUAJE DEL PERSONAL QUE REFLEJA EL LENGUAJE DE LA MAYORÍA Children's Center dará apoyo a los niños cuyo idioma principal no sea el inglés (incluyendo el ASL) para alentar y apoyar la participación llena e involucración de su hijo en su salón de clases. Por lo menos un maestro en su salón de clases será bilingüe si hay un segundo idioma dominante en ese salón.
	لغة الموظفين تعكس لغة الغالبية } سيوفر الموقع الدعم للأطفال الذين لغتهم الأم غير الانجليزية (بما في ذلك لغة الإشارة الأمريكية) من أجل تشجيع ودعم المشاركة الكاملة للطفل وانخراطه في الصف الدراسي. سيكون هناك مُعلم يتحدث لغتين على أقل تقدير، إذا كان هناك لغة ثانية سائدة في الصف بالنسبة لأغلبية الأطفال.
<u>Staff AND Family:</u> Policy stating that a translator/service will be available for all Early Head Start enrolled families.	TRANSLATION AND HOME LANGUAGE Families can receive communication in their home language in the following ways: - Through a staff member or personal family member fluent in their language. - Written document translated from English to another language with Google Translate. - Translator line may be accessed online or via phone (ask the ELV specialist)
	TRADUCCIÓN E IDIOMA DEL HOGAR Los estudiantes y los padres pueden recibir comunicación en su idioma natal en las siguientes maneras: - A través de un miembro del personal o un familiar que hable su idioma con fluidez. - Documento escrito traducido del inglés a otro idioma con Google Translit. - Se puede acceder a la línea de traducción en línea o por teléfono a través de un especialista en EHS
	الترجمة واللغة الأم سيتم التواصل مع الأسر بلغتهم الأم من خلال الطرق الآتية: - من خلال أحد أعضاء الفريق أو أحد أفراد الأسرة الطليق في لغتهم. - أو عن طريق وثيقة مُترجمة من الانجليزية إلى لغة أخرى باستخدام ترجمة جوجل. - يُمكن التوصل إلى مُترجم عبر الإنترنت أو الهاتف (اسأل مُتخصص برنامج مشروع التعلم المبكر)

Staff AND Family: Policy on how program supports a child's home language.	HOME LANGUAGE Since we know that all children are rooted in their families, we honor each family's individual culture in our learning environments. The development and maintenance of home language is valued and supported. We will help children to understand spoken language (particularly when children are learning a new language) by using pictures, familiar objects, body language, physical cues, and by establishing daily routines that the child can participate in even if English is not their spoken primary language. Teachers will use a variety of vocabulary and engage in sustained conversations with a child about their experiences. If the child is learning English as a second language, it is very important to continue to develop the child's first language at home. Not only will this strengthen the parent or guardian - child relationship and prevent the loss of the home language, but it will also make it easier for the child to learn English. In addition, for families who speak a language other than English, parents / guardians are encouraged to share their spoken and written language with their child's classroom. Parents / guardians may be asked to help provide written labels for the classroom, teach songs, read stories, and teach adults and children how to speak, read, or write words or letters in their home language. Should you need communication in a preferred language other than English, please notify program staff or the ELV specialist, and we will use internal and / or external resources to meet your needs.
	NORMA DEL IDIOMA DEL HOGAR Como sabemos que todos los niños están arraigados en sus familias, respetamos la cultura individual de cada familia en nuestro ambiente de aprendizaje. Como ejemplo, se valora y apoya el desarrollo y mantenimiento del idioma del hogar. Ayudaremos a los niños a comprender el lenguaje hablado (particularmente cuando los niños están aprendiendo un nuevo idioma) usando imágenes, objetos familiares, lenguaje corporal, señales físicas y estableciendo rutinas diarias en las que el niño pueda participar incluso si el inglés no es su idioma natal primario. Los maestros usarán una variedad de vocabulario y tendrán conversaciones sostenidas con su hijo sobre sus experiencias. Si su hijo está aprendiendo inglés como segundo idioma, es muy importante continuar desarrollando el primer idioma del niño en casa. Esto no solo fortalecerá la relación entre padres e hijos y evitará la pérdida del idioma

	del hogar, sino que también facilitará que su hijo aprenda inglés. Además, para las familias que hablan un idioma que no sea inglés, se le alienta a los padres a compartir su idioma hablado y escrito con el salón de clases de su hijo. Se les puede pedir a los padres que ayuden a dar etiquetas escritas para el salón de clases, enseñar canciones, leer cuentos y enseñar a adultos y niños cómo hablar, leer o escribir palabras o letras en su idioma natal. Si necesita comunicación en un idioma preferido que no sea el inglés, notifique al maestro de su hijo o al personal de administración, y utilizaremos recursos internos o externos para satisfacer sus necesidades.
	اللغة الأم نظرًا لأننا نعلم أن كل الأطفال ترعرعوا في أسرهم، فإننا نحترم الثقافة الفردية لكل أسرة في بيئات التعلم لدينا. ويُعد التطوير والحفاظ على اللغة الأم أمر يستحق التقدير والدعم. سنُساعد الأطفال في فهم اللغة المنطوقة باستخدام الصور والأشياء التي يألفوها ولغة الجسد والإيماءات الجسدية (خاصة عندما يتعلم الأطفال لغة جديدة)، وأيضا عن طريق الالتزام بروتين يومي يُمكن للطفل المشاركة فيه حتى لو لم تكن اللغة الإنجليزية هي اللغة المنطوقة الأم. وسيستخدم المُعلمون مجموعة متنوعة من المفردات ويدمجوها في محادثات مستمرة مع الطفل حول تجاربهم. كما أنه من المهم للغاية مواصلة تنمية اللغة الأم للطفل بالمنزل، إذا كان الطفل يتعلم اللغة الانجليزية كلغة ثانية. ولن يؤدي بنا هذا إلى توطيد العلاقة بين أولياء الأمور أو الأوصياء - والطفل ويمنع فقدان لغته الأم وحسب، بل سيُسهل أيضًا على الطفل تَعلم اللغة الإنجليزية. ونُشجع، بالإضافة إلى ذلك، أولياء الأمور أو الأوصياء على مشاركة لغتهم المنطوقة والمكتوبة مع الفصل الدراسي لأطفالهم، وذلك للعائلات التي تتحدث لغة أخرى غير الإنجليزية وقد يُطلب من أولياء الأمور أو الأوصياء المساعدة في توفير ملصقات مكتوبة للصف الدراسي، وتعليم الأغاني، وقراءة القصص، وتعليم البالغين والأطفال كيفية التحدث، أو القراءة، أو كتابة الكلمات أو الحروف بلغتهم الأم. يُرجى إخطار فريق البرنامج أو مُتخصص برنامج مشروع التعلم المبكر؛ إذا كنت بحاجة إلى التواصل بلغة مفضلة غير الإنجليزية وسنستخدم موارد داخلية و / أو خارجية من أجل تلبية احتياجاتك.

	DEVELOPMENTAL SCREENINGS Early Head Start ensures that all children entering the program receive developmental, sensory, and social/emotional screening. Parent / guardian permission and the child's developmental history are obtained before the screening. The screening procedure will be sensitive to the child's cultural and linguistic background. This developmentally appropriate process may identify children who need to be referred for formal assessments (transdisciplinary evaluations). Many screenings are conducted within 45 days of the child's entry in the program. Trained staff members use standardized screening tools to evaluate communication, gross / fine motor, problem solving, personal-social, and social emotional skills using the Ages & Stages (ASQ-3)
Staff AND Family: Policy stating that all EHS children will receive the following screenings within 45 days of enrollment: ASQ-SE2 & ASQ 3 (developmental screeners), vision, hearing, and height/weight. They will also receive a dental screening within 90 days of enrollment. ASQs will also be done at a minimum two times a year and more often when there are concerns.	EVALUACIONES DE DESARROLLO Early Head Start asegura que todos los niños ingresando al programa reciban evaluaciones del su desarrollo y estado sensorial y socioemocional. El permiso de los padres/guardianes y el historial de desarrollo del niño se obtienen antes de la evaluación. El procedimiento de evaluación será sensible a los antecedentes culturales y lingüísticos del niño. Este proceso apropiado para el desarrollo puede identificar a los niños que necesitan ser referidos para evaluaciones formales (evaluaciones transdisciplinarias). Muchas evaluaciones se realizan dentro de los 45 días después de la entrada del niño al programa. Miembros entrenados del personal utilizan útiles de detección estandarizadas para evaluar la comunicación, la motricidad gruesa y fina, la resolución de problemas, las habilidades personales, sociales y socioemocionales mediante el Cuestionario de Edades y Etapas (ASQ-3) para las evaluaciones de desarrollo y Edades y Etapas (ASQ-SE2) para evaluaciones socioemocionales. Los ASQ se realizarán como mínimo dos veces al año después de la evaluación inicial y con más frecuencia cuando haya inquietudes. Exámenes adicionales ofrecidos para los niños de Early Head Start dentro de los 45 días de la inscripción incluyen visión, audición, altura/peso. Se ofrecerá un examen dental dentro de los 90 días después de su inscripción.

	الفحوصات التنموية يَضمن برنامج Early Head Start أن يتلقى جميع الأطفال الذين يدخلون البرنامج فحصًا تنمويًا ومعنويًا واجتماعيًا أو عاطفيًا. ونَحصل على إذن أحد أولياء الأمور أو الأوصياء وتاريخ تنمية الطفل قبل الفحص. وستكون عملية الفحص حساسة فيما يتعلق بخلفية الطفل الثقافية واللغوية. وقد تُحدد هذه العملية التنموية المناسبة الطفل الذي بحاجة إلى تقييمات رسمية (التقييمات من عدة أوجه). وتُجرى العديد من الفحوصات خلال 45 يومًا من دخول الطفل في البرنامج. ويستخدم الموظفون المدربون أدوات فحص مُوحدة من أجل تقييم التواصل، والحركة الإجمالية أو الدقيقة، وحل المشكلات، والمهارات الشخصية الاجتماعية، والعاطفية الاجتماعية باستخدام استبيانات مراحل التطور العمرية (ASQ-3) وهو استبيان للفحوصات التنموية والأعمار، واستبيانات الأعمار والمراحل: العاطفية الاجتماعية (ASQ-SE2) للفحوصات الاجتماعية أو العاطفية. وستُجرى هذه الاستبيانات مرتين على مدار العام بعد الفحص الأول، وأكثر من ذلك إذا وجدت بعض المخاوف. Early Head: Startوتتضمن الفحوصات الإضافية المقدمة للأطفال ببرنامج فحوصات الرؤية، والسمع، والطول أو الوزن خلال 45 يومًا من التسجيل. وسيتوفر فحص للأسنان خلال 90 يومًا من التسجيل.
<u>Staff AND Family:</u> Policy stating that the program sustains continuity of care with Early Head Start children in EHS assigned classrooms.	CONTINUITY OF CARE Continuity of care is the practice of keeping a group of young children and their teaching team together over a period of multiple years, which promotes the formation of trusting relationships, secure attachments, and long-lasting bonds. Along with providing each child with a primary caregiver, Children's Center implements staffing patterns that demonstrate a commitment to providing continuity of care.
	CONTINUIDAD DE CUIDADO La continuidad del cuidado es la práctica de mantener juntos a un grupo de niños pequeños y su equipo de enseñanza durante un período de varios años, lo que promueve la formación de relaciones de confianza, apegos seguros y lazos duraderos. Además de darle a cada niño un cuidador principal, Children's Center implementa patrones de personal que demuestran el compromiso de brindar continuidad en su cuidado.
	استمرارية الرعاية استمرارية الرعاية هي ممارسة الاحتفاظ بمجموعة من الأطفال الصغار وفريق التدريس الخاص بهم معًا لعدة سنوات؛ مما يعزز تكوين علاقات قائمة على الثقة، والارتباط الآمن، وذلك جنبًا إلى جنب مع تزويد كل طفل بمقدم رعاية أساسي، والروابط طويلة الأمد. مع تَطبيق أنماط التوظيف التي تُظهر الالتزام بتوفير استمرارية الرعاية.

Staff: Policy stating that programs use a research-based curriculum that is developmentally appropriate for infants and toddlers. Family optional	RESEARCH BASED CURRICULUM Children's Center, in partnership with Early Head Start, utilizes the "Creative Curriculum for Infants, Toddlers and Two's". The Creative Curriculum offers choices and encourages flexibility for both children and teachers. All components are research-based and supported by Early Childhood theorists. Children's Center staff will observe each child to learn about their interests, abilities and how they learn. The focus is on creating a social, emotional and intellectual climate that lets children build relationships that support their exploration. - Social and Emotional: Teachers will respond to children's needs. Children will begin to hear the words that describe feelings; happy, sad, etc. Teachers will help children to begin friendships, solve problems, and try new things. - Cognitive: Children become confident learners by trying out their own ideas and experiencing success. The interests of children will help us decide what activities will be available, to help them become motivated learners. - Literacy: Stories and books will be available to children. Reading to a young child, (including pre-natal) encourages them to enjoy quiet time. By reading and talking about the pictures children begin to grow vocabulary and understand words and that putting words together has meaning. This will help children to develop a love of reading for later in life. - Language: By listening to talking and singing, children begin to develop skills in listening and using words. Children will learn in their primary home language, although English will be spoken in all classrooms. - Physical Health and Development: Children grow in their ability to control their muscles through activities like scooting, rolling, crawling, walking, kicking, throwing and running. Children learn about taking care of their bodies by brushing teeth, blowing their noses, washing their hands, and using the restroom

	CURRÍCULO BASADO EN INVESTIGACIÓN Children's Center, en asociación con Early Head Start, utiliza el "Creative Curriculum for Infants, Toddlers and Two's" (Currículo Creativo para bebés, niños pequeños y de dos años). El currículo ofrece opciones y fomenta la flexibilidad ambos para los niños y los maestros. Todos los componentes están basados en investigaciones y respaldados por teóricos de la primera infancia. El personal de Children's Center observará a cada niño para conocer sus intereses, habilidades y cómo aprenden. El enfoque está en crear un clima social, emocional e intelectual que permita a los niños a construir relaciones que apoyen su exploración. - Social y Emocional: Los maestros responderán a las necesidades de los niños. Los niños empezarán a escuchar las palabras que describen los sentimientos; feliz, triste, etc. Los maestros ayudarán a los niños a formar amistades, resolver problemas y probar cosas nuevas. - Cognitivo: los niños se vuelven aprendices confiados al probar sus propias ideas y experimentar el éxito. Los intereses de los niños nos ayudarán a decidir qué actividades estarán disponibles, para ayudarlos a convertirse en estudiantes motivados. - Alfabetización/Lectura: Cuentos y libros estarán disponibles para los niños. Leerle a un niño pequeño (incluido el prenatal) los alienta a disfrutar del tiempo de tranquilidad. Al leer y hablar sobre las imágenes, los niños comienzan a desarrollar su vocabulario y comprender las palabras, y el significado de juntar palabras. Esto ayudará a los niños a desarrollar un amor por la lectura para más adelante en la vida. - Lenguaje: Al escuchar hablar y cantar, los niños comienzan a desarrollar habilidades para escuchar y usar palabras. Los niños aprenderán en su lengua materna principal, aunque se hablará inglés en todos los salones. - Salud física y desarrollo: Los niños crecen en su capacidad de controlar sus músculos a través de actividades como deslizarse, rodar, gatear, caminar, patear, lanzar y correr. Los niños aprenden a cuidar su cuerpo cepillándose los dientes, sonándose la nariz, lavándose las manos y usando el baño.

	المنهج القائم على البحث _____، يُستخدم "المنهج الإبداعي للرضع، والأطفال الصغار، وكلاهما" بالاشتراك مع برنامج Early Head Start. ويوفر المنهج الإبداعي الفُرص، ويُشجع على المرونة سواءً للأطفال، أو المُعلمين. وتُعد كل هذه العناصر مبنية على أبحاث ومدعومة من واضعّي نظريات في الطفولة المُبكرة. _____ سَيُلاحظ الفريق كل طفل ليعرفوا المزيد عن اهتماماته، وقدراته، وكيفية تعلمه. ويَنصب التركيز على خلق مناخ اجتماعي، وعاطفي، وفكري يوفر للأطفال بناء علاقات تدعم استكشافهم. - الجانب الاجتماعي والعاطفي: سيستجيب المُعلمون لاحتياجات الأطفال. وسيشرع الأطفال في سماع الكلمات التي تصف المشاعر، مثل: سعيد، حزين، وغيره. كما سيساعد المُعلمون الأطفال على بدء صداقات وحل المشكلات وتجربة أشياء جديدة. - الإدراك: يصبح الأطفال مُتعلمين واثقين من أنفسهم من خلال تجربة أفكارهم وتجربة النجاح. وستساعدنا اهتمامات الأطفال في تحديد الأنشطة التي ستتوفر؛ من أجل مساعدتهم في أن يصبحوا مُتعلمين مُتحمسين. - معرفة القراءة والكتابة: ستتوفر القصص والكتب للأطفال. حيث تُشجع القراءة الطفل الصغير على الاستمتاع بوقت هادئ (بما في ذلك ما قبل الولادة). ويبدأ الأطفال في تنمية المفردات وفهم الكلمات وأن وضع الكلمات إلى جانب بعضها يدل على معنى، وذلك من خلال القراءة والحديث عن الصور. وسيُساعد هذا الأطفال على تطوير حب القراءة في حياتهم المُقبلة. - اللغة: يشرع الأطفال في تطوير مهارات الاستماع واستخدام المفردات، بالاستماع، والتحدث، والغناء. وسيتعلم الأطفال كأولوية لهم لغتهم الأم، على الرغم من أن الحديث سيكون بالإنجليزية في كل الفصول الدراسية. ينمو الأطفال ولديهم القدرة على التحكم في عضلاتهم من الصحة الجسدية والتطوير خلال أنشطة، مثل: الإسراع، والدحرجة، والزحف، والمشي، ويتعلم الأطفال كيفية الحفاظ على أجسادهم من خلال والركل، والرمي، والجري. تنظيف أسنانهم بالفرشاة، وتنظيف مخاط أنوفهم، وغسيل أيديهم، والذهاب إلى دورة المياه
Staff: Policy stating that the program conducts ongoing assessments on EHS children to individualize the instruction and learning for each child and that My Teaching Strategies is one tool used to assess children.	ONGOING ASSESSMENT Children's Center, in partnership with EHS, will implement an ongoing assessment process by collecting child-level assessment data using valid and reliable assessments to determine each child's status and progress, My Teaching Strategies will be used to perform these assessments. Children's Center will conduct ongoing assessment on EHS children to individualize the instruction and learning for each child. These structured observations by staff will include anecdotal notes, objective data forms, parental input through family contacts, photographs, and videos. Teachers will share the written results of the GOLD Developmental Assessment with the child's parent(s) or guardian two times per year at parent-teacher conferences, and the teacher together with the parent(s) or guardian(s) will set developmental goals for the child based on the assessment results. At any time, if the results indicate any area(s) of possible concern, staff will meet with parents / guardians to make recommendations, including referral for in-depth evaluation if indicated.

	EVALUACIÓN CONTINUA Children's Center, en asociación con EHS, implementará un proceso de evaluación continuo mediante la recopilación de datos de evaluación a nivel del niño utilizando evaluaciones válidas y confiables para determinar el estado y el progreso de cada niño. "My Teaching Strategies" (Mis estrategias de enseñanza) se utilizará para realizar estas evaluaciones. Children's Center conducirá una evaluación continua de los niños de EHS para individualizar la instrucción y el aprendizaje de cada niño. Estas observaciones estructuradas por parte del personal incluirán notas anecdóticas, formularios de datos objetivos, aportes de los padres a través de contactos familiares, fotografías y videos. Los maestros compartirán los resultados escritos de la Evaluación de Desarrollo GOLD con los padres o guardianes del niño dos veces al año en conferencias de padres y maestros, y el maestro junto con los padres o guardianes establecerán metas de desarrollo para el niño en base a los resultados de la evaluación. En cualquier momento, si los resultados indican cualquier área de posible preocupación, el personal se reunirá con los padres/guardianes para hacer recomendaciones, incluyendo un referido para a evaluación a profundidad, si se indica.
	التقييم المُستمر _____ سنطبق، بالشراكة مع قسم البيئة، والصحة، والسلامة، تقييمًا مستمرًا من خلال جمع بيانات تقييم مستوى الطفل باستخدام تقييمات صحيحة وموثوقة من اجل تحديد حالة كل طفل وتقدمه، وستُستخدم استراتيجيات التدريس الخاصة بي لإجراء هذه التقييمات. _____ سيُجري تقييمًا مستمرًا لأطفال برنامج قسم البيئة، والصحة، والسلامة؛ من أجل إضفاء الطابع الفردي على التعليمات والتعلم لكل طفل. ستشمل ملاحظات الموظفين المنظمة ملاحظات قصصية، ونماذج بيانات موضوعية، ومساهمة أبوية من خلال التواصل العائلي، والصور الفوتوغرافية، ومقاطع الفيديو.) المكتوب مع ولي الأمر GOLDوسيشارك المعلمون نتائج التقييم التنموي الذهبي ((أولياء الأمور) أو الوصي مرتين سنويًا في مؤتمرات أولياء الأمور، وسيحدد المعلم مع ولي الأمر (أولياء الأمور) أو الوصي (الأوصياء) أهداف الطفل التنموية بناءً على نتائج إذا أشارت النتائج في أي وقت إلى أي مجال (مجالات) مثير للقلق، فسيجتمع التقييم. الموظفون مع أولياء الأمور أو الأوصياء من أجل تقديم توصيات، بما في ذلك الإحالة إلى التقييم المتعمق إذا تمت الإشارة إلى ذلك.

Health Program Services	1302.40-1302.47
Staff AND Family: Policy stating the program is a part of CACFP, program designs and how you deliver nutritional services that are culturally and developmentally appropriate, meet the needs of children, and accommodate the feeding requirements of each child. Also includes the times the meals are served.	MEALS We serve nutritionally balanced, attractive, highest quality food each day by participating in the Child and Adult Care Food Program (CACFP) and deliver nutritious meals in accordance with USDA guidelines at no extra charge to the parents. A weekly menu is available at the front door under parent / guardian info. All meals are served family style, and children are encouraged to eat all foods offered. We do our best to offer a wide variety of age-appropriate foods from the cultures of our families. If a child requires a special diet, we ask that you provide a doctor's note or letter from a clergyperson, and we will do our best to accommodate your child. All children will be served meals if they are present during the scheduled mealtimes. If they miss a scheduled mealtime, then it is the parent's responsibility to ensure the child has eaten prior to arriving. Our staff members model eating a variety of foods offered with the children. Our meal and snack schedule are as follows: Breakfast: 7:00 am-8:00 am Lunch: 11:30 am-12:30 pm Afternoon Snack: 3:00 pm-4:00 pm
	COMIDAS Servimos alimentos nutricionalmente balanceados, atractivos y de la más alta calidad todos los días al participar en el Programa de Alimentos para el Cuidado de Niños y Adultos (CACFP) y entregamos comidas nutritivas de acuerdo con las reglas del USDA sin cargo adicional para los padres. Hay un menú semanal disponible en la puerta de entrada bajo la información para padres/guardianes. Todas las comidas se sirven al estilo familiar y se anima a los niños a comer todos los alimentos que se ofrecen. Hacemos todo lo posible para ofrecer una variedad amplia de alimentos apropiados para la edad de las culturas de nuestras familias. Si un niño requiere una dieta especial, le pedimos que provea una nota del médico o una carta de un clérigo y haremos todo lo posible para acomodar a su hijo. A todos los niños se les servirán comidas si están presentes durante las horas de comida programadas. Si no están presentes durante una hora de comida programada, es responsabilidad de los padres asegurarse de que el niño haya comido antes de llegar. Los miembros de nuestro personal modelan comiendo una variedad de alimentos ofrecidos con los niños. Nuestro horario de comidas y meriendas es el siguiente: Desayuno: 7:00 am-8:00 am Almuerzo: 11:30 am-12:30 pm Merienda: 3:00 pm-4:00 pm

	الوجبات نقدم طعامًا متوازنًا غذائيًا، ورائعًا، وعالي الجودة يوميًا من خلال المشاركة مع برنامج رعاية أغذية الطفل والبالغين (CACFP) وتقديم وجبات غذائية وفقًا لإرشادات قسم الزراعة بالولايات المتحدة الأمريكية دون رسوم إضافية على الآباء. وتتوفر قائمة اسبوعية عند الباب الأمامي بعلم أولياء الأمور أو الأوصياء. وتُقدم كل الوجبات بالطريقة الأسرية، ويتم تشجيع الأطفال على تناول جميع الأطعمة المقدمة. كما نبذل قصارى جهدنا من أجل تقديم مجموعة أطعمة متنوعة مناسبة للأعمار مُستمدة من ثقافات عائلاتنا. وإذا طلب الطفل نظامًا غذائيًا خاصًا، فإننا نطلب تقديم ملاحظة من الطبيب أو رسالة او من رجل دين وسنفعل ما بوسعنا من أجل مساعدة الطفل. وتُقدم الوجبات لجميع الأطفال الموجودين خلال أوقات الوجبات المقررة. إذا فاتتهم وجبة، فمن مسؤولية الآباء التأكد من أن الطفل قد أكل قبل وصوله. يقوم الموظفون بتناول مجموعة أطعمة متنوعة مع الأطفال. فيما يلي جدول الوجبات الأساسية والخفيفة: الفطور: 7:00 صباحًا-8:00 صباحًا الغذاء: 11:30 صباحًا-12:30 صباحًا وجبة خفيفة بعد الظهر: 03:00 مباحًا-4:00 صباحًا العشاء: مباحًا- صباحًا
<u>Staff AND Family:</u> Policy on receiving and maintaining child immunizations and physicals.	IMMUNIZATION POLICY We are required to have up-to-date records of immunizations on file for the children in our care. Parents / guardians are required to complete the immunization form prior to the child's first day in care. The child will not be accepted into childcare until this form is complete. Please notify us of any new immunization your child may receive so we may keep their records up to date. If you choose not to immunize your child due to a religious belief or a medical condition, there is a separate exemption form that needs to be completed. Non-medical Exemption – Parents / guardians of students in preschool or childcare must file non-medical exemptions at 2, 4, 6, 12 and 18 months of age. These exemptions expire when the next vaccines are due or when the child enrolls in kindergarten. Parents of students in grades K-12 claiming a non-medical exemption must file one annually. These exemptions expire on June 30 each year. Medical Exemption - Students with a complete medical exemption form (signed by a medical doctor, Doctor of Osteopathic Medicine, advanced practice nurse or delegated physician's assistant) need to file this form only once unless the student's information or school changes.

	HEALTH APPRAISAL (WELL CHILD CHECKS) A Health Appraisal record of your child's physical exam must be submitted before a child attends. The parent / guardian must provide a current Health Appraisal Form, signed by the child's physician. Health information includes any known allergies, medication being taken and side effects, special diets required, and chronic health conditions. The statement of the child's current health status must be signed and dated by a health care provider who has seen the child within the last twelve (12) months, or within the last six (6) months for children under 2-1/2 years of age. Within thirty (30) days following the expiration date, the parent or guardian of each child must submit a statement of the child's current health status or written verification of a scheduled appointment with a health care practitioner. The statement must include when the next visit is required according to the AAP guidelines or date noted by the health care provider. All health statements must be kept at the licensed childcare facility.

NORMA DE INMUNIZACIÓN

Se nos requiere que tengamos registros actualizados de vacunas en el archivo de los niños bajo nuestro cuidado. Se requiere que los padres/guardianes completen el formulario de vacunación antes del primer día de cuidado del niño. El niño no será aceptado en el cuidado infantil hasta que este formulario esté completo. Por favor notifíquenos de cualquier vacuna nueva que su hijo pueda recibir para que podamos mantener sus registros actualizados. Si elige no vacunar a su hijo debido a una creencia religiosa o una condición médica, hay un formulario de exención por separado que debe completarse. Exención no médica: los padres/guardianes de estudiantes en preescolar o guardería tienen que presentar exenciones no médicas a los 2, 4, 6, 12 y 18 meses de edad. Estas exenciones vencen cuando vencen las próximas vacunas o cuando el niño se inscribe en el kindergarten. Los padres de estudiantes en los grados K-12 que reclaman una exención no médica deben presentar una anualmente. Estas exenciones vencen el 30 de junio de cada año. Exención médica: los estudiantes con un formulario de exención médica completo (firmado por un médico, un doctor en medicina osteopática, una enfermera de práctica avanzada o un asistente médico delegado) deben presentar este formulario solo una vez, a menos que la información del estudiante o la escuela cambien.

EVALUACIÓN DE SALUD (CHEQUEOS DE SALUD INFANTIL)

Se tiene que presentar un registro de evaluación de la salud del examen físico de su hijo antes de que asista. El padre/guardián debe dar una Forma de evaluación de su salud actual, firmado por el médico del niño. La información de salud incluye alergias conocidas, medicamentos que se toman y posibles efectos secundarios, dietas especiales requeridas y condiciones de salud crónicas. La declaración del estado de salud actual del niño debe estar firmada y fechada por un proveedor de atención médica que haya visto al niño en los últimos doce (12) meses, o en los últimos seis (6) meses para niños menores de 2 ½ años. Dentro de los treinta (30) días siguientes a la fecha de vencimiento, el padre o guardián de cada niño tiene que presentar una declaración del estado de salud actual del niño o una verificación por escrito de una cita programada con un profesional de la salud. La declaración debe incluir cuándo se requiere la próxima visita de acuerdo con las normas de la AAP o la fecha indicada por el proveedor de atención médica. Todas las declaraciones de salud deben mantenerse en el centro de cuidado infantil autorizado.

سياسة التحصين

نطالب أن يكون لدينا سجلات تحصينات محدثة في ملف رعاية الأطفال. ويُطلب من أولياء الأمور أو الأوصياء إكمال نموذج التحصين قبل أول يوم في برنامج رعاية الطفل. ولن يتم القبول في البرنامج حتى يكتمل هذا النموذج. لذللك يرجي إخطارنا بأي تطعيم يتلقاه الطفل حتى نحافظ على تحديث سجلاته.

وإذا اخترت عدم تحصين طفلك بسبب معتقد ديني أو حالة طبية، يوجد نموذج استثنائي منفصل يجب إكماله.

	الإعفاء غير الطبي – يجب على أولياء الأمور أو الأوصياء في مرحلة ما قبل المدرسة أو برنامج رعاية الطفل تقديم إعفاءات غير طبية في عمر 2، و4، و6، و12، و18 شهرًا. وتنتهي هذه الإعفاءات عندما يحين موعد اللقاحات التالية أو عندما يلتحق الطفل برياض الأطفال. ويجب على أولياء أمور الطلاب في K12 المطالِبين بإعفاء غير طبي تقديم طلب واحد سنويًا. وتنتهي صلاحية الإعفاءات في 30 يونيو من كل عام. يحتاج الإعفاء الطبي إلى نموذج إعفاء طبي كامل (موقع من طبيب، أو طبيب عظام، أو ممرضة ممارسة متقدمة أو طبيب مساعد منتدب) ويُقدم هذا النموذج مرة واحدة فقط ما لم تتغير معلومات الطالب أو المدرسة. التقييم الصحي (فحص الأطفال جيدًا) يجب تقديم سجل التقييم الفحص البدني قبل الحضور. ويجب على ولي الأمر أو الوصي تقديم نموذج تقييم صحي حالي، ومُوقّع من قبل طبيب الطفل. ويجب أن تتضمن المعلومات الصحية أي حساسية معروفة، والأدوية والآثار الجانبية المحتملة، والنظام الغذائي الخاص المطلوب، والحالات الصحية المزمنة. ويجب توقيع بيان حالة الطفل الصحية وتأريخه من قبل مقدم الرعاية الصحية الذي قام بالفحص خلال الاثني عشر (12) شهرًا الأخيرة، أو خلال الستة (6) أشهر الأخيرة للأطفال دون سن 2-1/2. ويجب على ولي الأمر أو الوصي تقديم بيان حالة الطفل الصحية أو وثيقة مكتوبة بميعاد محدد مع طبيب كشف صحي في غضون ثلاثين (30) يومًا من تاريخ انتهاء صلاحية التقييم الصحي. ويجب أن يتضمن البيان موعد الزيارة التالية وفقًا لإرشادات الأكاديمية الأمريكية لطب الأطفال (AAP.كما يجب الاحتفاظ) أو التاريخ المشار إليه من مقدم الرعاية الصحية بجميع البيانات الصحية في منشأة رعاية أطفال مرخصة.
Staff: Policy stating that health and safety checks are done indoors and outdoors.	HEALTH AND SAFETY CHECKS Established checklists will help maintain the health of safety of the children at Children's Center. Indoor and outdoor environment checks will be done daily, monthly, weekly, and quarterly to ensure the safety of all children and adults.
	CHEQUEOS DE SALUD Y SEGURIDAD Listas de verificación establecidas ayudarán a mantener la salud y la seguridad de los niños en Children's Center. Chequeos ambientales interiores y exteriores se realizarán diaria, mensual, semanal y trimestralmente para garantizar la seguridad de todos los niños y adultos
	فحوصات الصحة والسلامة ستساعد قوائم المراجعة الموضوعة في الحفاظ على صحة الأطفال _. تُجرى الفحوصات بالداخل والخارج يوميًا، وشهريًا، وأسبوعيًا وفصليًا من أجل ضمان سلامة جميع الأطفال والبالغين.
Staff AND Family: Policy stating that Early Head Start children will practice oral hygiene (toothbrushing) at least one time daily after a meal and that toothbrushes are replaced by the program at least every 90 days.	TOOTH BRUSHING Children's teeth are brushed at least once a day after a meal. Toothbrushes are to be individually labeled and stored so they can air dry and do not touch one another. Toothbrushes will be replaced every three months, or when visibly worn, after cross contamination, and after a child returns to school from an illness. The toothpaste tube is not to touch any toothbrush; staff will put the toothpaste on a small paper cup and then on the brush or have a tube for each child. For children with no teeth yet, a piece of gauze will be used to wipe the child's gums.

	CEPILLADO DE DIENTES Los dientes de los niños se cepillan al menos una vez al día después de una comida. Los cepillos de dientes deben etiquetarse y almacenarse individualmente para que puedan secar al aire libre y no se toquen entre sí. Los cepillos de dientes se reemplazarán cada tres meses, o cuando estén visiblemente desgastados, después de un cruce de contaminación y después de que un niño regrese a la escuela después de una enfermedad. El tubo de pasta de dientes no debe tocar ningún cepillo de dientes; el personal pondrá la pasta de dientes en un vaso de papel pequeño y luego en el cepillo o tendrá un tubo para cada niño. Para los niños que aún no tienen dientes, se usará una gasa para limpiar las encías del niño.
	غسل الأسنان يتم غسل الأسنان مرة واحدة على الأقل يوميًا بعد الوجبة الغذائية. ونضع ملصقات على ويتم فرش الأسنان وتُخزن بشكل فردي لتجفيفها بالهواء وعدم ملامسة بعضها البعض. استبدال فرشاة الأسنان كل ثلاثة أشهر، أو عندما تصبح تالفة، أو إذا لامست سطح ملوّث، ويجب ألا يلمس أنبوب معجون أو بعد عودة الطفل إلى المدرسة إثر إصابته بمرض. الأسنان أي فرشاة أسنان; حيث يضع الموظفون المعجون على كوب ورقي صغير ثم على الفرشاة أو تُخصص أنبوبة لكل طالب. يتم استخدام قطعة من الشاش لتنظيف لثة الأطفال من ليس لديهم أسنان بعد.
Staff: Policy states that Family Style Dining is used for all meals served.	FAMILY-STYLE DINING As a part of family-style meal service and good early childhood education practices, classroom staff are required to sit at tables with the children and eat the same foods being served to the children. Mealtime is to be pleasant and relaxed and used as an opportunity to broaden children's food experience and support the development of cognitive, language and social skills. Family-style meals allow the children to serve themselves. Staff are to consume only child-size portions given that mealtime is a curriculum activity and not intended to provide full adult meals as a fringe benefit to employees. Staff who follow a special diet should discuss with program administrators and find a solution that will work for both parties. This might mean the staff member's diet is followed for the whole group, the staff member models eating only some foods, or the staff member is scheduled on breaks at mealtime. This is a great opportunity for teachers to discuss nutrition and the importance of eating a balanced diet with children.

	COMIDAS ESTILO FAMILIAR Como parte del servicio de comidas al estilo familiar y las buenas prácticas de educación de primera infancia, se requiere que el personal del salón de clases se siente en las mesas con los niños y coma los mismos alimentos que se les sirven a los niños. La hora de la comida debe ser placentera y relajada y utilizarse como una oportunidad para ampliar la experiencia alimentaria de los niños y apoyar el desarrollo de las habilidades cognitivas, de lenguaje y sociales. Las comidas al estilo familiar permiten que los niños se sirvan solos. El personal debe consumir solo porciones de tamaño infantil dado que la hora de la comida es una actividad curricular y no está destinada a dar comidas completas para adultos como un beneficio adicional para los empleados. El personal que sigue una dieta especial debe hablar con los administradores del programa y encontrar una solución que funcione para ambas partes. Esto podría significar que la dieta del miembro del personal se sigue para todo el grupo, el miembro del personal modela comer solo algunos alimentos o el miembro del personal tiene descansos programados a la hora de comer. Esta es una gran oportunidad para que los maestros hablen sobre nutrición y la importancia de llevar una dieta balanceada con los niños.
	تناول الطعام على الطريقة الأسرية يُطالَب المعلمون بتناول الطعام مع الأطفال كجزء من طريقة تناول الوجبات الأسرية ويجب أن يكون وقت الوجبات ممتعًا ومريحًا وكتدريبات مبكرة جيدة لتعليم الأطفال. ويُستخدم كفرصة من أجل توسيع نطاق خبرة الأطفال في الطعام ودعم تطوير المهارات وتساعد طريقة تناول الوجبات الأسرية الأطفال على المعرفية، واللغوية، والاجتماعية. كما يستغرق الموظفون وقت الوجبة المحدد فقط لأن موعد الطعام هو خدمة أنفسهم. نشاط منهجي وليس المقصود منه توفير وجبات البالغين كميزة هامشية للموظفين. ويجب أن يناقش الموظفون المتبعون نظامًا غذائيًا خاصًا مديري البرنامج وإيجاد حل يصلح لكلا الطرفين. وقد يعني هذا اتباع نظام غذائي للموظف اتباعه المجموعة كلها، وقد لا يأكل الموظف إلا بعض الأطعمة، أو أن الموظف قد يكون في استراحة أثناء موعد الطعام. وقد تكون هذه فرصة عظيمة للمعلمين من أجل مناقشة النظام الغذائي وأهمية اتباع وتناول نظام غذائي.
Staff: Policy on safe sleep practices, including ensuring that all sleeping arrangements for children under 18 months of age use firm mattresses or cots, as appropriate, and for children under 12 months, soft bedding materials or toys must not be used.	SAFE SLEEP Per Colorado Rules Regulating Child Care Facilities, all staff caring for children under the age of 1 must complete the Infant Safe Sleep Practices training annually. Staff will ensure safe sleep practices are implemented any time a child under the age of 18 months is sleeping or resting, including: • Providing opportunities for sleep and/or rest • The usage of appropriate and approved sleeping equipment (i.e. cribs, infant futons, cots, etc.) for sleep and/or rest times. • The exclusion of wedges, infant positioners, blankets, toys, bottles, etc. to ensure children under the age of 1 year are alone in the sleeping equipment.

	• Pacifiers only being allowed during sleep time while the child is in the approved sleeping equipment. • Allowing children to sleep in a comfortable temperature with clothing sufficient for warmth but does not result in overheating nor provide any strangulation risk to the child (i.e., bibs, necklaces, hoods, pacifier strings, etc.) • Ensuring children under the age of 1 year are placed on their backs and returned to their backs if the child turns throughout their sleep and/or rest. ○ Children requiring a different sleep position must have a signed and dated statement from their health care professional. ○ Children able to flip from their back to their stomach and their stomach to their back do not have to be returned to their back for sleep and/or rest.
Staff: Policy on Reporting of suspected or known child abuse and neglect, including that staff comply with applicable federal, state, local, and tribal laws	REPORTING OF ABUSE Staff, consultants, contractors, and volunteers are mandatory reporters. If a mandatory reporter suspects child abuse or neglect, they are required by Colorado law to call 844-CO-4-Kids or report the information to a local law enforcement agency. It is your legal responsibility to immediately make an oral report of any suspected child abuse and/or neglect to child protective services. Depending on the incident, you may be asked to follow up immediately with a written report or to contact law enforcement directly. The person who receives your call will instruct you if this is necessary. Reporting suspicions of child abuse and/or neglect to your supervisor does not relieve your responsibility to report, nor does your reporting relieve the institution's responsibility to report.
Staff: A policy for appropriate indoor and outdoor supervision of children at all times.	SUPERVISION Per requirements as an Early Head Start Child Care Partner with Early Learning Ventures, all staff supporting Early Head Start learning environments must complete the Active Supervision: Back to the Basics training annually. Children must be actively supervised at all times during program attendance, indoors and outdoors. Staff will utilize active supervision strategies to ensure children are never left alone or inappropriately supervised, including: • Setting up the environment • Positioning of staff • Scanning and counting • Listening

	• Anticipating children's behavior • Engaging and redirecting • Maintaining proper group sizes and ratios • Maintaining proper attendance logs and sign-in/out sheets • Implementing routine face-to-name counts, including transitions from one environment to another. • Following the program's policy and procedures related to release of children. • Following the program's policy and procedures related to active supervision expectations in the indoor learning environments, outdoor learning environments and play areas, and during transitions.
Staff: A policy for only releasing children to an authorized adult	RELEASE OF CHILDREN Children may only be released to an authorized adult with identification. Refer to family handbook for procedures for families to edit or add authorized pickups.
Staff: policy for COVID mitigation that is evidence-based and developed in consultation with their Health Services Advisory Committee	**COVID-19 Mitigation Policy Sample** To reduce or lower the transmission, infection, and disease severity of SARS-CoV-2 (COVID-19), Children's Center has put the following practices and strategies in place for both program staff and enrolled children. This policy may be updated at any time to align with current needs of the community and public health guidance for COVID-19. 1. Vaccinations a. Staff i.Will adhere to state mandated vaccinations. b. Enrolled Children i.Children will be vaccinated according to their age. Parents will complete vaccinations or waivers. 2. Daily Health Checks a. Will be conducted upon children's arrival. 3. Exclusion for Illness and Readmission to the Program a. Illness Prior to Coming to Care i.Staff and children who exhibit the following symptoms not related to a known chronic condition or have a confirmed exposure to COVID-19 must stay home until symptoms have improved (2.c.).

1. Fever (100.4°F or greater for individuals four (4) months or older)
2. Shortness of breath or difficulty breathing
3. Nausea, vomiting/throwing up.
4. Diarrhea
5. Cough

b. Illness While at the Program
   i. Child will be sent home to recover from illness.
   ii. Child will symptom free for 24 hours
c. Requirements for Readmission to the Program
   i. Testing
      1. Positive Result
         a. Refer to 2.c.iii.
      2. Negative Result and Symptoms Explained by a Specific Illness Other Than COVID-19
         a. Individual may return to the program following exclusion guidelines for that illness.
      3. Negative Result and Symptoms Not Explained by a New Illness or Known Chronic Condition
         a. Individual should stay home until symptoms have been resolved for at least 24 hours without medication.
   ii. Staff and enrolled children may return to the program if:
      1. Symptoms have improved overall for at least 24 hours.
      2. No fever has occurred for at least 24 hours without the use of fever-reducing medication.

4. Environmental Health
   a. Ventilation
      i. Each classroom has electronic ventilation.
   b. Air Purification
      i. Each classroom has an air purifier.
5. Hygiene Practices
   a. Handwashing
      i. Children will wash their hands upon arrival, after toileting/diaper changes, before/after eating, after outside play, and any time necessary.
   b. Cleaning, Sanitizing, and Disinfecting
      i. Occurs daily throughout the program.
6. Masking

	a. Individuals are required to wear a protective face mask for at least five (5) days upon returning to normal activities. As individuals may still be able to spread the virus even if they are feeling better, we require a mask to be worn in case the individual is still contagious. b. Children under the age of two (2) years old will not be expected to wear a protective face mask. Children's Center will enforce the following procedure if there is one (1) or more confirmed cases of COVID-19 at the program. 1. Communication Plan a. Staff i. Is done through the ELV app. b. Families i. Is done through the ELV app. 2. Reporting to Local and/or State Public Health Authorities a. 3. Closing and Reopening Procedures a. Closing and Reopening will occur with guidance from the Nurse Consultant and the Health Department.

Services for Children with Disabilities	1302.60-1302.63
Staff AND Family: Policy stating (and process) how program coordinates with agencies that are responsible for identifying potential developmental delays.	REFERRAL PROCESS We care about meeting the needs of our families. If a family needs assistance getting connected to service providers for mental health, physical health, educational or developmental screenings, our program is here to help. Please let a staff member know if you believe you or someone you love can benefit from these services and we will help you locate and contact them. During a child assessment, teachers screen for any developmental concerns. Children's Center makes a referral or provides referral information to the family during Parent/Teacher conferences or as appropriate for any child for whom a developmental concern has been identified. Services may be suggested such as but not limited to: Birth up to 3 Years of Age Early Intervention at Children's Center 3 up to 5 Years of Age Child Find Schools District Child Find School Dist.970-867-2998 Birth up to 21 Years of Age HCP for Children and Youth with Special Health Care Needs: _____
	PROCESO DE REFERIDOS Nos preocupamos por satisfacer las necesidades de nuestras familias. Si una familia necesita ayuda para conectarse con proveedores de servicios de salud mental, salud física, evaluaciones educativas o de desarrollo, nuestro programa está aquí para ayudar. Infórmele a un miembro del personal si cree que usted o alguien a quien ama puede beneficiarse de estos servicios y lo ayudaremos a encontrarlos y contactarlos. Durante una evaluación del niño, los maestros evalúan para cualquier preocupación de desarrollo. Children's Center hace un referido o da información para un referido a la familia durante las conferencias de padres y maestros o según corresponda para cualquier niño para quien se haya identificado una preocupación de desarrollo. Se pueden sugerir servicios tales como, pero no limitados, a: Desde el nacimiento hasta los 3 años Early Intervención De 3 a 5 años Child Find Child Find del Distrito de Escuelas_ Distrito Escolar 970-867-2998 Desde el nacimiento hasta los 21 años de edad HCP para Niños y Jóvenes con Necesidades Especiales de Salud Médica: _____
	عملية الإحالة

	نهتم بتلبية احتياجات عائلاتنا. إذا احتاجت الأسرة مساعدة في الاتصال بمقدمي خدمات فحوصات الصحة العقلية، أو البدنية، أو التعليمية أو التنموية، فإن برنامجنا هنا لتقديم يد العون. ويرجى إخبار أحد الموظفين إذا أردت أنت أو شخص تحبه استخدام هذه الخدمات وسنساعدك في تحديد الموقع والاتصال به. ويفحص المعلمون الطالب من أي مخاوف تتعلق بالنمو أثناء التقييم. حيث يقوم بالإحالة أو يقدم معلومات إحالة إلى الأسرة أثناء اجتماعات أولياء الأمر مع المعلم أو حسب الاقتضاء لأي طفل لديه مشكلة. ويمكن اقتراح خدمات وهي على سبيل المثال لا الحصر: برنامج التدخل المبكر (AEI) حتى عمر ثلاث سنوات _____(Child Find) من عمر 3 سنوات إلى 5 سنوات_____ برنامج العثور على الطفل في منطقة المدارس_____ منطقة المدارس. (رقم الهاتف) برنامج الرعاية الصحية للأطفال والشباب ذوي احتياجات رعاية صحية خاصة حتى سن 21 سنة: _____
Staff AND Family: Policy for trans-disciplinary approaches to assess needs, develop common goals and implement a single, cross-disciplinary plan for each identified EHS child and family.	APPROACH TO INDIVIDUAL PLANS Children's Center will contribute and collaborate in trans-disciplinary community efforts that aid in meeting the outcome or goals of Individualized Family Service Plan (IFSP) or Individual Education Programs (IEP), School Readiness Plans, Individual Learning Plans, or other individual plans if the need arises. We will provide appropriate activities to support the goals a child is working on if we are included in the therapy goals. COMMUNITY RESOURCES A variety of community resources are found throughout the school. A big book of Family Resources is in the Family Resource area to the right as you enter the school. Updated information is located in the book from a multitude of services. Morgan and Morgan County community resources, information about child development and learning, health, mental health, family services, food banks, child nutrition, childcare, respite care, expectant parents, day programs, home health care, medical, dental and hearing, skills training, financial, legal guardianship, low-income housing, vocational and transportation services, and resources for Individualized Education are all included in this resource. Staff must be aware of these resources, so that they can refer parents / guardians to the appropriate community service agencies when asked.

	ENFOQUE A LOS PLANES INDIVIDUALES Children's Center contribuirá y colaborará en los esfuerzos comunitarios transdisciplinarios que ayuden a lograr el resultado o las metas del Plan de Servicio Familiar Individualizado (IFSP) o Programas de Educación Individual (IEP), Planes de Preparación Escolar, Planes de Aprendizaje Individual u otros planes individuales si es necesario surge la necesidad. Proveeremos actividades apropiadas para apoyar las metas en las que está trabajando un niño si estamos incluidos en las metas de la terapia. RECURSOS DE LA COMUNIDAD Una variedad de recursos comunitarios se encuentra en toda la escuela. Una carpeta de Recursos para la Familia se encuentra en la Sala de Recursos para la Familia a la izquierda al entrar a la escuela. En la carpeta se encuentra información actualizada de multitud de servicios. Recursos comunitarios de y, información sobre desarrollo y aprendizaje infantil, salud, salud mental, servicios familiares, bancos de alimentos, nutrición infantil, cuidado infantil, cuidado de relevo, padres futuros, programas diurnos, atención médica en el hogar, dental y auditivo, entrenamiento de destrezas, finanzas, tutela legal, vivienda para personas de bajos ingresos, servicios vocacionales y de transporte, y recursos para la educación individualizada están todos incluidos en este recurso. El personal debe estar al tanto de estos recursos, para poder referir a los padres/guardianes a las agencias de servicios comunitarios correspondientes cuando se les solicite.
	نهج الخطط ال_____سيساهم ويساعد في نقل جهود المجتمع اللازمة في تلبية نتائج أو أهداف خطة خدمة الأسرة الفردية (IFSP) أو برامج التعليم الفردي ((IEP، أو خطط الاستعداد المدرسي، أو خطط التعلم الفردي، أو الخطط الفردية الأخرى إذا دعت الحاجة. وسنوفر الأنشطة المناسبة من أجل دعم الأهداف إذا تم إدراجنا في أهداف العلاج. موارد المجتمع حيث يوجد كتاب توجد مجموعة متنوعة من موارد المجتمع في جميع أنحاء المدرسة. كبير عن موارد الأسرة في غرفة موارد الأسرة على اليسار عند دخولك المدرسة. {الدولة} وتوجد في الكتاب معلومات محدثة في الكتاب تشكل العديد من الخدمات و{منطقة المدارس المحلية} إن موارد المجتمع، ومعلومات نمو وتعلم الطفل، وحالته الصحية، والصحة العقلية، وخدمات الأسرة، وبنوك الغذاء، وتغذية ورعاية الطفل، والرعاية المؤقتة، والأمهات الحوامل، والبرامج النهارية، والرعاية الصحية المنزلية، وطب الأسنان وطب السمع، وتدريب المهارات، والإشراف المالي والقانوني، والإسكان الفردي، مُدرجة كلها في هذا منخفض الدخل، والخدمات المهنية والنقل، وموارد التعليم ويجب أن يكون الموظف على دراية بكل هذه الموارد، حتى يتمكن من توجيه المصدر. أولياء الأمور أو الأوصياء إلى مؤسسات خدمات المجتمع المناسبة.

Transition Services	1302.70-1302.72
Staff AND Family: Policy to schedule/hold transition meetings with teachers/EHS Specialist/families for children/families 6 months prior to 3rd birthday (Center) 4th birthday (FCCH).	TRANSITION FROM EARLY HEAD START To ensure a seamless transition out of the Early Head Start program, 6 months prior to aging out of EHS a meeting will be held with the teacher, EHS specialist and parents / guardians. The purpose of the Transition Plan is to ensure a smooth transition and find the most appropriate placement for the child. The plan requires active parental or guardian involvement during the planning and transition process for continuity of services for parents and children between different program settings. To successfully transition, children may move from Early Head Start to a Head Start Program, or a District Preschool Program, or child may stay with the program until enrolling in kindergarten.
	TRANSICIÓN DE EARLY HEAD START Para garantizar una transición fluida fuera del programa Early Head Start, 6 meses antes de la edad de vencimiento de EHS se llevará a cabo una reunión con el maestro, el especialista de EHS y los padres/guardianes. El propósito del Plan de Transición es para asegurar una transición sin problemas y encontrar la ubicación más adecuada para el niño. El plan requiere la participación de los padres o guardianes durante el proceso de planificación y transición para la continuidad de los servicios para padres y niños entre diferentes entornos de programas. Para una transición exitosa, los niños pueden pasar de Early Head Start a un Programa Head Start, o un Programa Preescolar del Distrito, o el niño puede quedarse con té programa hasta que se inscriba en el kindergarten.
	Early Head Start الانتقال من سيُعقد اجتماع مع المعلم، وأخصائي البيئة، والصحة، والسلامة، وأولياء الأمور أو الأوصياء من أجل ضمان الانتقال السلس من برنامج Early Head Start ، وسيكون قبلها بمدة ستة أشهر. والغرض من الخطة الانتقالية هو ضمان الانتقال السلس والعثور على أنسب مكان للطفل. وتتطلب الخطة مشاركة فعالة من أولياء الأمور أو الأوصياء أثناء عملية التخطيط والانتقال من أجل استمرارية خدمات أولياء الأمور والأطفال بين إعدادات البرامج المختلفة. وقد ينتقل الأطفال من Early Head Start إلى برنامج ما قبل المدرسة، أو قد يبقى الطفل معحتى يتم تسجيله في Head Start ، أو برنامج رياض الأطفال

Program Management & Quality Improvement	1302.100-1302.103
STAFF AND FAMILY: Policy introducing Early Head Start	Children's Center is an Early Head Start Child Care Partner of Early Learning Ventures (ELV). As an Early Head Start partner of ELV, we are required to follow Head Start Program Performance Standards. You may receive communications about or become aware of additional procedures or policies related to our implementation of these.

	Children's Center es un Socio de Cuidado Infantil de Early Head Start de Early Learning Ventures (ELV). Como socio de Early Head Start de ELV, estamos obligados a seguir las Normas de Desempeño del Programa de Head Start. Es posible que reciba comunicaciones o se entere de procedimientos o normas adicionales relacionados con nuestra implementación de estos.
	و شريك في برنامج Early Head Start لرعاية الطفل فيما يتعلق ببرنامج مشروع التعلم المبكر. ونطلب إتباع معايير أداء برنامج Head Start بصفتنا شريكًا لبرنامج مشروع التعلم المبكر. وقد تتلقى اتصالات أو تصبح على دراية بالإجراءات أو السياسات الإضافية المتعلقة بتنفيذنا لهذه الإجراءات أو السياسات.
Staff AND Family: Policy that Handbook reviewed twice a year.	HANDBOOKS AND POLICY UPDATES We update handbooks semi-annually to reflect changes to laws and regulations. Families and Staff will be made aware of handbook updates through review during staff meetings and / or email notifications and may be asked to verify with acknowledgement form.
	MANUALES Y ACTUALIZACIONES DE NORMAS Actualizamos los manuales semi-anualmente para reflejar los cambios en leyes y reglamentos. Las familias y el personal estarán al tanto de las actualizaciones del manual a través de la revisión durante las reuniones del personal y / o notificaciones por correo electrónico y se les puede pedir que verifiquen con un formulario de reconocimiento.
	تحديث الكتيبات والسياسات نقوم بتحديث الكتيبات في منتصف السنة لنعكس التغييرات على القوانين واللوائح. وسيتم إعلام العائلات والموظفين بتحديثات الكتيب من خلال المراجعة خلال اجتماعات الموظفين و/ أو عبر البريد الإلكتروني وقد يُطلب منهم التحقق باستخدام نموذج الإقرار.
Staff AND Family: Policy that Child Care Provider will supply all diapers, wipes and formula for Early Head Start enrolled child during hours of operation.	DIAPERS, WIPES, AND FORMULA As an Early Head Start partner, we will be responsible for providing diapers, formulas, and wipes for Early Head Start enrolled children during care.
	PAÑALES, TOALLITAS Y FÓRMULA Como socio de Early Head Start, seremos responsables de proveer pañales, fórmulas y toallitas húmedas para los niños inscritos en Early Head Start durante el cuidado.
	الحفاضات، والمناديل، والتركيبة ، سنكون مسؤولين عن توفير الحفاضات، Early Head Startبصفتنا شريك لبرنامج أثناء فترة Early Head Startوالتراكيب، والمناديل للأطفال المسجلين في برنامج الرعاية.
Family: Statement of cost of childcare.	TUITION AND COST OF CARE For private pay families, weekly tuition is $250 per child. For children on CCAP, parental fees are determined through the local CCAP authority. Any changes will be communicated one month in advance, through email. Our site provides high quality Early Head Start services at an approximate cost of $250 per child weekly.

	MATRÍCULA Y COSTO DEL CUIDADO Para familias de pago privado, la matrícula semanal es de por niño. Para los niños en CCAP, las tarifas de los padres se determinan a través de la autoridad local de CCAP. Cualquier cambio se comunicará con cuánto de antemano, a través de correo electrónico. Nuestro sitio brinda servicios de Early Head Start de alta calidad a un costo aproximado de por niño por semana.
	تكلفة رسوم الدراسة والرعاية تبلغ الرسوم الأسبوعيلكل طفل. ويتم تحديد الرسوم من خلال برنامج مساعدة رعاية الطفل. وسيتم الإبلاغ عن أي تغييرات مدتها في وقت سابق عبر البريد الإلكتروني. يوفر العالية الجودة بتكلفة تقريبية _____ Early Head startالموقع الخدمات لبرنامج اسبوعيًا لكل طفل.
Staff: Policy on how staff are made aware and acknowledge the ELV Service Plans/Head Start Performance Standards.	EARLY HEAD START FAMILIARITY All Early Head Start Staff will be required to meet with their ELV Specialist to review Early Head Start Service Plans, and to be familiar with Head Start Performance Standards. A mutually convenient time will be established between ELV Specialist, Teacher, and Director.
	FAMILIARIDAD CON EARLY HEAD START Todo el personal de Early Head Start tendrá que reunirse con su especialista en ELV para revisar los Planes de Servicio de Early Head Start y familiarizarse con las Normas de Desempeño de Head Start. Se establecerá un horario mutuamente conveniente entre el especialista de ELV, el maestro y el director
	إحاطة Early Head Start الاجتماع مع أخصائي البرنامج Early Head Startسيُطلب من جميع موظفي ، وأن يكونوا على دراية بمعايير Early Head Startلمراجعة خطط خدمة برنامج سيتم تحديد وقت مناسب بين أخصائي برنامج مشروع التعلم .Head Startأداء المبكر، والمعلم، والمدير.
Optional Staff AND Family: Statement on why the program participates in program quality initiatives.	QUALITY OF PROGRAM We believe that quality is a goal to work towards every day. This is why we participate in Early Head Start as well as Colorado Shines. A variety of strict objectives and regulations related to providing a high quality, developmentally appropriate program must be met. These criteria include having a well-qualified and trained staff, low staff-child ratios and group sizes, and a comprehensive curriculum, as well as meeting stringent health and safety standards, all research based and proven to lead to better child and family outcomes. In addition, the program must provide meaningful opportunities for family involvement.

	CALIDAD DEL PROGRAMA Creemos que la calidad es un objetivo por el cual debemos trabajar todos los días. Es por eso que participamos en Early Head Start e igualmente como en Colorado Shines. Se debe cumplir con una variedad de objetivos y reglamentos estrictos relacionados con la provisión de un programa de alta calidad y apropiado para el desarrollo. Estos criterios incluyen tener un personal bien calificado y entrenado, proporciones bajas de personal a niños y tamaños de grupo, y un currículo integral, además de cumplir con estrictos estándares de salud y seguridad, todo basado en investigaciones y probado para conducir a mejores resultados para niños y familias. Además, el programa debe brindar oportunidades significativas para la participación familiar
	جودة البرنامج Early نعتقد أن الجودة هدف يجب العمل من أجله كل يوم. ولهذا السبب نشارك في Head Start بالإضافة إلى Colorado Shines. حيث يجب تنفيذ مجوعة من الأهداف، والقواعد، واللوائح الصارمة المتعلقة لتوفير برنامج عالي الجودة، وملائم وتشمل المعايير وجود موظفين مُدرَبين ومُؤهَلين تأهيلًا جيدًا، صغر حجم تنمويًا. المجاميع الدراسية من حيث الموظفين والأطفال، ومناهج دراسية شاملة، فضلًا عن استيفاء معايير الصحة والسلامة الصارمة، وجميع الأبحاث القائمة والمثبتة لتؤدي إلى ويجب أن يوفر البرنامج فرصًا تهدف إلى إشراك الأسرة. أفضل النتائج الطفل والأسرة.
Optional Staff: Statement introducing staff to the CIP	CONTINUOUS IMPROVEMENT PLAN We also have a continuous improvement plan, which is reviewed regularly to ensure we have a process which ensures that is systemically and intentionally improving services and practices and increasing positive outcomes for children and families. This is generally used by the director with the EHS specialist, but if you are interested in being involved in the Continuous Improvement Plan process, please speak to the ELV specialist or Director. This can be an opportunity to develop leadership skills and take ownership of a program area.
	PLAN DE MEJORAS CONTINUAS También tenemos un plan de mejoras continuas, que se revisa regularmente para asegurar que tengamos un proceso que garantice que Children's Center esté mejorando sistemática- e intencionalmente los servicios y las prácticas y aumentando los resultados positivos para los niños y las familias. Esto generalmente está usado por el director con el especialista de EHS, pero si está interesado en participar en el proceso del Plan de Mejoras Continuas, hable con el especialista de ELV o el director. Esta puede ser una oportunidad para desarrollar habilidades de liderazgo y tomar responsabilidad por un área del programa
	خطة التحسين المستمر لدينا أيضًا خطة تحسين مستمرة، تتم مراجعتها بانتظام من أجل ضمان وجود نهج يضمن أن___ اسم مقدم الخدمة___ يُحسّن الخدمات والممارسات بشكل منهجي منسّق ويُزيد من النتائج الأطفال والأسر الإيجابية. ويُستخدم هذا بشكل عام من قبل المدير مع أخصائي قسم البيئة، والصحة، والسلامة، ولكن إذا كنت مهتمًا بمشاركتك في عملية خطة التحسين المستمر، فيرجى التحدث إلى أخصائي أو مدير برنامج مشروع التعلم المبكر. ويمكن أن تكون هذه فرصتك من أجل تطوير مهارات القيادة وتولي ملكية مجال مخطط.
Staff: A policy to ensure they report, as appropriate, to ELV in order to	**Reporting to Early Learning Ventures**

report to the responsible HHS official immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants, circumstances affecting the financial viability of the program, breaches of personally identifiable information, or program involvement in legal proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by applicable law	As a partner of Early Learning Ventures, we are required to report the following types of occurrences to the assigned Child Care Partnership Specialist and the Early Learning Ventures management team via childcarepartnerships@earlylearningventures.org immediately (within 24 hours) in order for them to report to the Office of Head Start within seven (7) calendar days of the incident occurring: • Any reports regarding agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect or laws governing sex offenders. • Incidents that require classrooms or centers to be closed for any reason. • The agency has received an audit, audit review, investigation or inspection report from the agency's auditor, a state agency, or the cognizant federal audit agency containing a determination that the agency is at risk for ceasing to be in existence. • Any reportable child incidents which include child injuries that require medical treatment, inappropriate discipline, potential and known child abuse and maltreatment by program staff, contractors, consultants, or volunteers, lack of supervision while in care or under the supervision of program staff, and unauthorized release.

Human Services Resources Management	1302.90-1302.94
Staff: Policy stating how program is implementing a staff health and wellness program.	STAFF WELLNESS PROGRAM Our goal for the staff wellness program is to make a positive difference in the lives of our staff and to help them enjoy happier, healthier lives. We support our staff participating in worksite wellness activities. Staff participation in wellness activities is voluntary. We will provide awareness and education by including worksite wellness information in new staff orientation, posting flyers on walls or bulletin boards, sending e-mail correspondence, and occasional events. Emotional wellness: We offer our EHS team access to teletherapy through Docs by Phone and partnerships with mental health consultants in morgan county. We also encourage our team members to be aware of what types of self-care works for them individually and may occasionally offer ideas or opportunities for group reflection. Physical wellness: We offer our EHS team access to telemedicine through Docs by Phone. We also encourage our team to exercise regularly and eat nutritiously and may occasionally offer events like a fitness activity or challenge or a healthy meal.
	PROGRAMA DE BIENESTAR DEL PERSONAL Nuestra meta para el programa de bienestar del personal es hacer una diferencia positiva en la vida de nuestro personal y ayudarlos a disfrutar de una vida más feliz y saludable. Apoyamos a nuestro personal que participa en actividades de bienestar en el lugar de trabajo. La participación del personal en las actividades de bienestar es voluntaria. Brindaremos conciencia y educación al incluir información sobre el bienestar en el lugar de trabajo en la orientación del personal nuevo, colocar folletos en las paredes o tableros de anuncios, enviar correspondencia por correo electrónico y eventos ocasionales. Bienestar emocional: Ofrecemos a nuestro equipo de EHS acceso a teleterapia a través de Docs y Pone y asociaciones con consultores de salud mental en __condado + nombre/información de contacto____. También alentamos a los miembros de nuestro equipo a ser conscientes de qué tipos de autocuidado funcionan para ellos individual y ocasionalmente pueden ofrecer ideas u oportunidades para la reflexión en grupos. Bienestar físico: Ofrecemos a nuestro equipo de EHS acceso a telemedicina a través de Docs y pone. También alentamos a nuestro equipo a hacer ejercicio regularmente y comer de manera nutritiva, y ocasionalmente podemos ofrecer eventos como una actividad física o un reto o una comida saludable

	برنامج صحة الموظفين الهدف من برنامج صحة الموظفين هو صنع فرق إيجابي ويساعد على الاستمتاع بحياة سعيدة وصحية. حيث ندعم الموظفين المشاركين في الأنشطة الصحية في مواقع العمل. وتكون مشاركة تطوعية. وسنوفر الوعي والتثقيف من خلال تضمين المعلومات الصحية في موقع العمل في توجيه الموظفين الجدد، ووضع النشرات على الجدران أو لوحات الإعلانات، ونرسل رسائل البريد الإلكترونية، والأحداث العرضية. الصحة العاطفية: نوفر لفريق قسم البيئة، والصحة، والسلامة وسيلة العلاج عن بعد من خلال مستندات بواسطة الهاتف والتشارك مع مستشاري الصحة العقلية في__الدولة+ الاسم / معلومات جهة الاتصال____. ونشجع أيضًا أعضاء الفريق على أن يكونوا مدركين أنواع الرعاية الذاتية المناسبة لهم بشكل فردي وقد يُقدمون أفكارًا أو فرصًا للتفكير الجماعي في بعض الأحيان. نقدم فريق قسم البيئة، والصحة، والسلامة للتطبيب عن بعد من خلال الصحة البدنية: المستندات بواسطة الهاتف. كما نشجع الفريق على ممارسة الرياضة بانتظام وتناول طعام غذائي، وقد نقدم أحيانًا أحداث مثل نشاطات اللياقة البدنية أو تحديات أو وجبات غذائية
<u>Staff:</u> Policy stating background check process for staff.	BACKGROUND CHECKS All staff are required to submit information regarding any personal criminal history and submit to a background check. Fingerprinting fees will be reimbursed upon presentation of a valid receipt. State law mandates these requirements. All employees will complete a comprehensive background check including: • State and federal criminal history check using the individual's name • State and federal criminal history check using the individual's fingerprints • Child abuse registry check (this may also be known as Trails or Central Registry) • Sex offender registry check • State-based Background Checks for all states where they have resided within the past five (5) years
	VERIFICACIONES DE ANTECEDENTES Todo el personal debe enviar información sobre cualquier historial criminal personal y someterse a una verificación de antecedentes. Las tarifas de toma de huellas dactilares se reembolsarán con la presentación de un recibo válido. La ley estatal exige estos requisitos. Al emplomes completará una verificación exhaustiva de antecedentes que incluye: • Verificación de antecedentes penales estatales y federales utilizando el nombre de la persona • Verificación de antecedentes penales estatales y federales utilizando las huellas digitales de la persona • Comprobación del registro de abuso infantil (esto también puede conocerse como Trails o Registro Central) • Verificación del registro de delincuencia sexual. • Verificaciones de antecedentes estatales para todos los estados en los que han residido en los últimos cinco (5) años
	فحوصات المعلومات الأساسية يُطلب من جميع الموظفين تقديم معلومات تتعلق بأي تاريخ جنائي شخصي وتقديمها للفحص. وسيتم سداد رسوم بصمة الإصبع عند تقديم مخالصة صحيحة حيث يقضي قانون الولاية بهذه المت سيتضمن إكمال فحص شامل للمعلومات الأساسية:

	• فحص التاريخ الجنائي الدُولي والفيدرالي مستخدمًا الاسم • فحص التاريخ الجنائي الدُولي والاتحادي مستخدمًا بصمات الأصابع • فحص سجل إساءة معاملة الأطفال (قد يُعرف هذا أيضًا باسم Trails أو السجل المركزي) • فحص سجل مرتكبي الجرائم الجنسية • فحص الولايات التي كنت تسكنها خلال الخمس (5) سنوات الماضية
Staff: Policy stating Early Head Start teachers must be EHS qualified with a CDA or specific coursework, and that Professional Development Plans must be established within 30 days, completed within a year and then updated yearly.	EDUCATION Teachers in Early Head Start classrooms must meet a minimum of a CDA credential for infants and toddlers or have the following four ECE classes, Introduction to Early Childhood Education, Guidance Strategies for Young Children, Infant and Toddler Theory and Practice, and Introduction to Infant and Toddler Lab Techniques PROFESSIONAL DEVELOPMENT If a teacher in an Early Head Start classroom does not meet the minimum education requirement, Professional Development Plans will be developed within 30 days of hire and completed within the year. They will also be updated yearly for teachers in EHS classrooms. Required Professional Development coursework will be at no cost to the teacher.
	EDUCACIÓN Los maestros en los salones de Early Head Start tienen que cumplir con un mínimo de una credencial CDA para bebés y niños pequeños o tener las siguientes cuatro clases de ECE; Introducción a la Educación de Primera Infancia, Estrategias de Orientación para Niños Pequeños, Teoría y Práctica para Bebés y Niños pequeños e Introducción a las Técnicas de Laboratorio para Bebés y Niños Pequeños DESARROLLO PROFESIONAL Si un maestro en un salón de clases de Early Head Start no cumple con el requisito mínimo de educación, se desarrollarán Planes de Desarrollo Profesional dentro de los 30 días luego a su contratación y se completarán dentro del año. También se actualizarán anualmente para los maestros en los salones de EHS. Los cursos de desarrollo profesional requeridos no tendrán costo para el maestro.
	التعليم يجب على المعلمين في فصول برنامج Early Head Start حصولهم على حد الاعتماد الأدنى من منظمة تطوير الطفل للرضع والأطفال الصغار أو الحصول على أربعة فصول في تعليم مرحلة الطفولة المبكرة ((ECE; مقدمة في برنامج تعليم مرحلة الطفولة المبكرة، واستراتيجيات التوجيه للأطفال الصغار، ونظرية وتطبيق الرضع والأطفال الصغار، ومقدمة في تقنيات مختبر الرضع والأطفال الصغار التطوير المهني إذا لم يستوف المعلم الحد الأدنى من متطلبات التعليم في فصل Early Head Start ، فستُطور خطط التطوير المهني في غضون 30 يومًا من التوظيف وإكمالها خلال العام. كما ستُحدث سنويًا لمعلمي فصول قسم البيئة، والصحة، والسلامة. وستكون الدورات المطلوبة بدون أي تكلفة على المعلم.

Staff: policy that Standards of Conduct apply to staff, consultants and volunteers; ensure they implement positive strategies to support children's well-being and prevent and address challenging behavior; do not maltreat or endanger the health or safety of children; respect and promote the unique identity of each child and family and do not stereotype on any basis; require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifying information about children, families, and other staff members; ensure no child is left alone or unsupervised; and include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct	STANDARDS OF CONDUCT All staff, consultants, contractors, and volunteers and anyone else in contact with children must abide by Children's Center standards of conduct. Staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior; refer to the Classroom Management policy. Staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children. Anyone who comes in contact with children must not: • Use corporal punishment. • Use isolation to discipline a child. • Bind or tie a child to restrict movement or tape a child's mouth. • Use or withhold food as a punishment or reward. • Use toilet learning/training methods that punish, demean, or humiliate a child. • Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child. • Physically abuse a child. • Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family. • Use physical activity or outdoor time as a punishment or reward. • Staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition. Refer to policies around Home Language and Approach to Individual Plans. Staff, consultants, contractors, and volunteers must maintain confidentiality and shall respect the children, families, centers, and Family Child Homes right to privacy, refraining from disclosure of confidential written and verbal information and intrusion. This includes but is not limited to Personally identifiable information (PII) – any information that could identify a specific individual, including but not limited to a child's name, name of a child's family member,

	street address of the child, social security number, or other information that is linked or linkable to the child. No child may be left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care. Failure to follow these Standards of Conduct may lead to disciplinary action up to and including termination of employment / contract / volunteer position. Training will be conducted annually on the Standards of Conduct, and within thirty days of hire for new staff members.