

PARENT/STUDENT HANDBOOK 2025-2026

Mission Statement

The School of Excellence (SOE) supports growth in emotional, behavioral, and social skills development using holistic student-centered goals and implementation of research-based strategies and techniques; providing a foundation for student achievement and independence.

Important Information

Student Attendance Hours: 8:50am - 3:15pm

If you are dropping off or picking up your student, please use the designated area located at the south end of the parking lot, after the stop sign. This allows students to walk safely down the front of the building to the school without bus traffic. Students should not walk through the parking lot unaccompanied!

DO NOT Drop off students prior to 8:50am, our staff are getting ready to teach your students and unable to provide ANY supervision.

The SOE school calendar is available in the front office or online.

Harrison School District #2 is our meal service provider. Please see their website for the links to apply for free/reduced lunch, or to purchase lunches for your student [or the front office for hard copies.](#)

- To report any dietary restrictions or needs, please contact the front office and Harrison Nutrition Services to request appropriate forms.
- All students are required to have a completed application for the meal program.
- There is currently no charge for breakfast or lunch for any student. If this changes, families will be notified.

We follow the Colorado Springs School District #11 Delays and Closures schedule for severe weather.

Notifications will be sent using our student information system, so it is critical that we have your current phone number, address, emergency contacts, and email. **Please remember to update the school about these changes by notifying the front office.**

We value parent/guardian communication. Classroom teachers will communicate with guardians daily. All phone calls or emails will occur after 3:15 when students are dismissed. A communication log will be utilized with all students.

All personal hygiene products including but not limited to pull-ups, wipes, feminine hygiene products and changes of underwear must be provided by parents.

All medications must be brought to the school by a parent/guardian. At no time should medications be sent in with your child (in pockets or backpacks).

All families will be asked to provide one set of clothing to be kept at the school in case of emergencies.

Enrollment packets will be updated yearly. These are given to new families during initial meetings and are available in the front office and on our website at www.ppbores.org.

NONDISCRIMINATION

Pikes Peak BOCES is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The BOCES is committed to a policy of nondiscrimination in education and employment and will not tolerate discrimination or harassment on the basis of disability, need for special education services, race, creed, color, sex, pregnancy, sexual harassment, marital status, sexual orientation, transgender status, gender identity, gender expression, national origin, religion, ancestry, age, genetic information, veteran status, or protected activity in its programs and activities.

Any harassment or discrimination of students and/or staff, based on protected areas, must be brought to the immediate attention of the compliance coordinator.

BOCES Compliance Coordinator Contact information:

Human Resources

Email: hr@ppboces.org

Phone: 719-622-2100

Complaints of sex based discrimination involving students (Title IX) should be made to:

Human Resources

Email: hr@ppboces.org

Phone: 719-622-2100

Website Accessibility

If you use assistive technology (such as a Braille reader, or a screen reader) and the format of any material on this website interferes with your ability to access information, please [contact us](#). To enable us to respond in a manner most helpful to you, please indicate the nature of your accessibility problem, the preferred format in which to receive the material, the web address of the requested material, and your contact information.

Accessibility Design Guidelines

Our website has been designed with the following accessibility guidelines in mind:

- We work to comply with [Section 508](#) as well as [WCAG 2.0 A and AA](#) referring to website accessibility standards.
- If you have difficulty accessing the site or have any comments or feedback, please do not hesitate to [contact us](#).

Browser Accessibility Information

Many popular browsers contain built-in accessibility tools.

- [Chrome Accessibility Information](#)
- [Firefox Accessibility Information](#)
- [Microsoft Edge Accessibility Information](#)
- [Safari Accessibility Information](#)

Additional Plug-ins

Adobe Reader is required to view and print PDF documents that appear on this website.

- To download this program for free, visit the [Adobe website](#).
- To read PDF documents with a screen reader, please visit the [Adobe Reader Accessibility website](#) which provides useful tools and resources.

Supported Assistive Technology

- Latest Version of JAWS for Windows
- Latest Version of NVDA for Windows
- Latest Version of VoiceOver for Mac OS X
- Keyboard-Only Navigation

If you believe that Pikes Peak BOCES has failed to provide these services or discriminated in another way, you may file a complaint with the Office for Civil Rights. For further information on notice of non-discrimination, the address and phone number of the office that serves your area, visit the [Office for Civil Rights webpage on Ed.gov](#), or call 1.800.421.3481.

PBIS

PBIS stands for *Positive Behavior Interventions and Supports*. At the School of Excellence, we use PBIS to reinforce replacement behaviors for our students through building wide and individualized strategies based on weekly data analysis.

Daily data collection based on individualized goals helps measure a student's overall progress and access to reinforcing activities. Students' individualized reinforcers are developed based on student targets and program-wide earned activities. Some programs have token economies within their classrooms to earn other incentives through positive behaviors.

Behaviors will be tracked for all students and communicated to families on a regular basis.

Reinforcers can include Field Trips scheduled throughout the year to support skill building and generalizing skills learned in the classroom to promote independence.

SOE uses the acronym RISE (Respect, Independence, Safety, and Education) and will be used as the building-wide reward system, Rise Cards. Students will be able to use their cards in different drawings throughout the year.

Other building-wide reinforcers and activities can include assemblies, carnival, talent show, rummage sale and holiday family lunch.

***Parents/Guardians are invited by classroom teachers to attend the PBIS Awards Assemblies when their child has been selected as student of the month. All parents and guardians are invited to watch the school talent show and holiday lunch – dates to be determined.

Attendance

Regularly attending programming designed for your students is important for their growth and development both academically and behaviorally.

Home districts will be notified of students who have been absent frequently. SOE or the home district may request a meeting to discuss absences. If absences are persistent, the home district may pursue truancy proceedings per their district policy. Students may also be considered 'inactive' with the SOE program if a

student is absent multiple days in a row without guardian's excusal. If this occurs, the family must contact the school and schedule a re-entry meeting may be held to discuss their return.

Guardians are asked to notify the front office either via phone or email soe@ppboces.org of any absences (ex: illnesses, behaviors, trips) as soon as possible. Absences due to outside therapies (ex: ABA, speech, occupational therapy, behavioral therapies) should be discussed with the IEP team prior to placement and updated as needed.

General Rules

- Some students have access to personal items during the day, such as comfort items as behaviors allow. SOE is not responsible for items that are broken or damaged by the student or another student if personal items are brought to school. Please speak to your student's teacher before sending comfort items to school.
- Backpacks are not necessary at SOE. If your student needs to bring something that would require a bag or backpack, please talk with the classroom teacher first. Backpacks will be searched, kept in a secure location during the day, and returned to students when they leave.
- SOE IS A NUT-FREE BUILDING. All food brought from home will be checked. Please label food items if they are not in the manufacturer's packaging and include the brand – this allows staff to verify the item is nut free. Items that include nuts may be thrown away.
- Cell phones and other electronics MUST be turned in as students arrive at school. See electronics policy. If students are suspected of having a cell phone, parents may be called to confirm and/or students may not be welcomed in the building until their cell phone is turned in.
- Reusable plastic water bottles are encouraged. We prefer they arrive to school empty. Metal and heavy water bottles are not recommended and locked up based on behavior. Students can bring sealed drinks.
- Any other liquids must be turned in to searches-including: cologne, perfume, etc. (ex Essential oils that are used for specific behavior plans may be kept in the therapist office).
- School property damage may result in student/family being billed for repairs.
- No tobacco or nicotine products will be permitted on campus. If a student is found to have these products, they will be confiscated and thrown away. They will not be returned to the student or parent. After repeated offenses, there may other interventions and/or consequences.
- If a student brings any items that are deemed not appropriate for school, the item will be locked up by staff and returned at the end of the day (other than nicotine products.) If it is an unsafe item or used in an unsafe manner, parents will be notified and will need to pick it up and/or the item will be surrendered to law enforcement. Daily searches of the student will be a consequence of bringing such items to school, for students not already on searches.

Morning Search Protocol

All Pathways Secondary students will be searched when they arrive at school. Students may earn their way off Searches through our PBIS level system. This ensures students are not bringing unauthorized items, including items that create a risk of harm and/or otherwise violate school rules, BOCES Board policies, or federal, state, or local laws. Students must also turn in any electronics or personal items during this time to be locked up by staff and returned at dismissal.

Other students may be placed on searches for specific threats of harm made towards others/school, stealing behavior, due to excessive home items/toys entering the school without permission, or if found with drugs/alcohol/nicotine or a non-approved electronic device (phones, smart watches, etc.). All comments implying harm are taken seriously. Parents, Therapists, Guardians and Teachers can request searches for other safety concerns. New students may start on searches due to behaviors in their previous schools if the IEP team determines this is appropriate. Following this procedure helps students understand the significance of the behavior and ensures a safe environment for all students.

If a student refuses to participate in searches, additional disciplinary measures may be taken.

What guardians and students need to know:

- All backpacks, purses, lunchboxes and water bottles will be checked.
- Staff will notify student and guardian the day before a student starts morning searches and why.
- Unapproved personal items will be kept locked up during the day.
- Students will collect items on the way to the bus or if they are picked up early.
- A criteria will be set for each student to earn their way off of morning searches, if searches has been assigned due to a behavior. Continued infractions may prolong this plan.

Student Clothing Expectations

- Clothing must be worn as designed and covering all private parts of the body, to include stomachs and backs.
- Clothing must fit properly and does not expose undergarments (no sagging pants).
- Clothing must be the appropriate length; hemlines no shorter than mid-thigh for shorts and skirts.
- Clothing must be free of excessive holes, rips, and tears that expose private areas of the body or undergarments. Sleeveless shirts must completely cover shoulders to the neck and be closed on the sides close to the armpit.
- Students are not encouraged to wear pajamas.
- School staff are not responsible for injuries if student wears flip flops or slides. Socks must be worn.
- Clothing, paraphernalia, and jewelry should not depict or reference sexually explicit activities, drugs and alcohol, gangs, or affiliated brands, or include obscene, profane, threatening language, or be disruptive to the learning environment.

- A blanket is not a coat. If a student is cold and does not have a coat or jacket, staff can help find a coat in the Life Skills Room. Blankets should not be brought to school unless deemed appropriate by classroom staff.

If clothing is deemed inappropriate based on the above expectations and/or administrative staff, the student will be required to change before joining the school community.

State Testing

School of Excellence students do not participate in district-specific assessments but do participate in state testing. If you would like to opt your child out of state testing, please refer to your home district's policy. The district and parents will need to coordinate access to college readiness exams (for example: PSAT, SAT for Juniors and Seniors). This may occur on the SOE campus or in the student's home district.

Some high school students may need to complete additional assessments as part of their graduation requirements. These also might need to be coordinated with the home district. This should be discussed during annual IEP meetings.

Credits & Transcript

High school students earn credits while attending the School of Excellence. These credits will align with the requirements of a student's home district and based on the SOE course catalog. Credits earned while attending SOE will be added to their home district's official transcript. Credits should be reviewed at every annual IEP review. Home district coordinator and registrars should review credits and communicate progress and missing credits to SOE and families.

Home districts should also communicate any other graduation requirements to SOE and help develop a plan to meet these requirements if a student is going to complete graduation requirements while attending an SOE program.

Students graduate from their home district. If your student wants to participate in graduation activities with their home district, plans should be made with the district coordinator and district high school.

Technology

Students will have access to computers, iPads, and other technology while at school. These devices are used for educational purposes as well as reinforcement. The following are the technology regulations.

- Personal cell phones, smart watches, and other electronics that take pictures or connect to the internet will not be permitted in the school environment. These items will be secured during the day and returned

to students upon dismissal. The only exception is if students earn this privilege as a part of our PBIS level system. This helps limit distractions and maintain student confidentiality.

- All school rules and local-state-federal laws will be followed while using technology resources.
- Copyright law will be followed, and students will be expected to give credit to authors, artists, illustrators, photographers and other creators of information when using their intellectual property.
- Downloading or streaming digital content is not allowed, or access to personal accounts.
- Students are not allowed to download or install apps or any personal software on the school's network.
- The school's network should not be disrupted including but not limited to: seeking or obtaining unauthorized access to others' files; documents or other communications; sending or forwarding chain letters or large files to others; or introducing malware, worms Trojans or viruses.
- Only apps and websites approved by the administration should be accessed. Games, music, websites, etc. that depict violence, pornographic images, or any content deemed inappropriate by school administration are not allowed.
- Uses of technology to hurt, harass or bully school staff, students and their family members will not be tolerated.
- School's expectations and guidelines in regard to personal electronic devices that have Wi-Fi, internet and/or photo-recording capabilities need to be followed.

Suspension of technology use at school may occur if the above regulations are not followed. If the incident is excessive or egregious in nature, higher levels of consequences will be determined by the program's administration.

Visitors to Schools and Programs

Pikes Peak BOCES (PPBOCES) will make reasonable efforts to accommodate requests to visit the PPBOCES schools and educational programs yet also recognizes concerns for the welfare of students. Therefore, the PPBOCES limits visitors to:

1. Parents/guardians of current students;
2. Parents/guardians of prospective students;
3. Other family members of current students who are approved by the student's parent/guardian; and
4. Other people invited by the PPBOCES for official business purposes.

To ensure visitors do not disrupt the educational process or other PPBOCES operations and that no unauthorized persons enter the PPBOCES buildings, all visitors shall report to the administrative office immediately when entering a PPBOCES school or building. Authorized visitors will: (1) be required to sign in and out; (2) be given nametags to wear identifying themselves as visitors; and (3) be accompanied by a PPBOCES employee for some or all of the visit.

PPBOCES administrators may approve additional building procedures pertaining to visitors to preserve a proper and safe learning environment.

- Unauthorized persons shall not loiter on PPBOCES property at any time. Law enforcement authorities may be called to enforce this policy provision.
- Observations and visits must be scheduled in advance with the front office.

- Classroom staff will not be able to interact with visitors. A separate time for debriefing can be arranged.
- Observers and visitors of any kind are disruptive to our students. Please be as discreet as possible.
- Observations or visits may be denied or limited due to unsafe situations. We apologize for any inconvenience, but this is unavoidable.
- All observers and visitors will be expected to behave respectfully and professionally and be considerate of the confidentiality of our students.
- All visitors will be asked to wash their hands to support our nut-free environment

Visiting the PPBOCES is a privilege, not a right, which may be limited, denied or revoked by a PPBOCES administrator or designee based on considerations of student and/or staff safety, efficient PPBOCES operations, maintenance of a proper educational environment, or failure to comply with this policy.

Adopted: January 28, 2016 and reviewed/updated June 2025

LEGAL REFS.:

- C.R.S. 18-9-109 (interference with school staff or students)
- C.R.S. 18-9-110 (trespass, interference at or in public buildings)
- C.R.S. 18-9-112 (definition of loitering)
- C.R.S. 18-9-117 (unlawful conduct on public property)
- C.R.S. 18-12-105.5 (unlawful possession of weapons on school property)

CROSS REFS.:

- ADC, Tobacco-Free Schools
- KFA, Public Conduct on BOCES Property

Outside Providers & Releases of Information

Many of our students receive outside services such as mental health therapies, occupational therapy, speech/language therapies, and applied behavior analysis (ABA). Although services look different within the school setting, it can be beneficial for school counterparts to be aware of these services and communicate with those providers, if guardians agree.

Guardians can complete a Release of Information to allow the school staff to share information with outside agencies. Parents can limit what information they want to be shared and can revoke this consent at any time.

Guardians may also speak with school staff about having outside providers come into the school to participate in meetings or observe the student.

Guardians may request an IEP meeting to discuss their student's services and supports within the school setting at any time.

Please speak with your student's classroom teacher or the front office for any additional information.

Medically Necessary Treatment in School Setting

The provision of medically necessary treatment to students by private health-care specialists must be done in accordance with this policy. If medically necessary treatment requires administration of prescription and/or nonprescription medications to students, such administration must be in accordance with applicable law and the Board's policy concerning the administration of medications to students.

Definitions

For purposes of this policy, the following definitions apply:

1. “Medically necessary treatment” means treatment recommended or ordered by a Colorado licensed health-care provider acting within the scope of the health-care provider’s license.
2. “Private health-care specialist” means a health-care provider who is licensed, certified, or otherwise authorized to provide health-care services in Colorado, including pediatric behavioral health treatment providers pursuant to the state medical assistance program, C.R.S. 25.5, articles 4, 5, and 6, and autism services providers who provide treatment pursuant to C.R.S. 10-16-104 (1.4). In no event may a school district or administrative unit staff member be recognized as a private health-care specialist for the purposes of this policy.

Notification of Rights

Parents and/or legal guardians of a student with disabilities will be notified that section 504 of the federal “Rehabilitation Act of 1973”, 29 U.S.C. sec. 794, as amended, and Title II of the federal “Americans with Disabilities Act of 1990” provide rights and protections to students to access medically necessary treatment required by the student to have meaningful access to the benefits of a public education, or to attend school without risks to the student’s health or safety due to the student’s disabling medical condition.

Determination Whether Medically Necessary Treatment Must be Provided on School Premises

1. It will be the responsibility of a student’s IEP team or 504 team to determine whether any medically necessary treatment must be provided to the student within the school setting in order for the student to access their education, pursuant to section 504 of the federal “Rehabilitation Act of 1973”, 29 U.S.C. sec. 794, as amended, and Title II of the federal “Americans with Disabilities Act of 1990.”
2. When making the determination whether medically necessary treatment must be provided within the school setting, the student’s IEP team or 504 team will invite the private health-care specialist who ordered or recommended the medically necessary treatment to attend the student’s IEP meeting or 504 meeting at which the issue will be discussed. The invitation will include the option for the private health-care specialist to submit information in writing that can be reviewed at such IEP meeting or 504 meeting. The invitation will be given not less than ten (10) calendar days in advance of the IEP or 504 meeting.
3. Nothing in this policy will be construed to prevent the district from using its own staff, if qualified, or contracting with a qualified provider of its choice to provide medically necessary treatment that a student’s IEP team or 504 team has determined must be provided in the school setting pursuant to

section 504 of the federal “Rehabilitation Act of 1973”, 29 U.S.C. sec. 794, as amended, and/or Title II of the federal “Americans with Disabilities Act of 1990.”

4. Nothing in this policy will be construed to require the district to permit a third party to determine or provide special education or related services in the school setting in a way that interferes with the districts’ obligations and authority under federal law.

Access to School Setting by Private Health-Care Specialists

1. *Access to provide medically necessary treatment.* A private health-care specialist may be granted access to school or district property to provide medically necessary treatment in accordance with the determination of the student’s IEP team or 504 team, and subject to the Board’s policy and/or procedures concerning visitors to schools and all other applicable policies, and subject to the provisions of regulation JLCDC-R.
2. *Access to solely observe student or collaborate with school personnel.* A private health-care specialist may be granted access to school or district property to observe the student in the school setting or collaborate with school personnel regarding the student, without providing direct treatment to the student, in accordance with the determination of the student’s IEP team or 504 team, and subject to the Board’s policy and/or procedures concerning visitors to schools and all other applicable policies.

Permission to provide medically necessary treatment on school premises may be limited or revoked if the private health-care specialist violates this policy or JLCDC*-R or demonstrates an inability to responsibly follow the requirements of the school district or administrative unit.

Appeal

If the IEP team or the 504 team determines that any medically necessary treatment is not required to be provided in the school setting pursuant to section 504 of the federal “Rehabilitation Act of 1973”, 29 U.S.C. sec. 794, as amended, and/or Title II of the federal “Americans with Disabilities Act of 1990,” the IEP team or 504 team will provide notice to the student’s parents or legal guardian that the student has a right to appeal such determination. Such appeal must meet, at a minimum, the following requirements:

- (a) The district will hold an appeal hearing within a reasonable time after it has received the request for an appeal from the parent or student.
- (b) The district will give the parent and student notice of the date, time, and place, reasonably in advance of the appeal hearing.
- (c) The appeal hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing.
- (d) The district will give the parent and student a full and fair opportunity to present evidence relevant to the issue whether the medically necessary treatment as ordered or recommended by a private health-care

specialist is required to be provided in the school setting pursuant to section 504 of the federal “Rehabilitation Act of 1973”, 29 U.S.C. sec. 794, as amended, and/or Title II of the federal “Americans with Disabilities Act of 1990.” The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

(e) The district will make its decision in writing within a reasonable period of time after the appeal hearing.

(f) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Reporting

Each school shall designate a particular staff member to report the following to the superintendent or designee on a regular basis: the name of the requesting student, the student’s request, and the outcome of the request, whether accepted or denied.

(Adopted July 1, 2023; Reviewed and Updated June 2025)

LEGAL REFS.: 42 U.S.C. sec. 1396 and 1396d(r)(5) (*stating that Colorado’s Medicaid program is required to cover all medically necessary treatment, including treatment in school settings.*)

C.R.S. § 22-20-121

CROSS REFS.: JLCD, Administering Medications to Students

JLCDB*, Administration of Medical Marijuana to Qualified Students

JLCE, First Aid and Emergency Medical Care

JLCDC*-R, Authorizing Private Health-Care Specialists to Provide Medically Necessary Treatment in School Setting

KI, Visitors in Schools

Off Campus Procedures

The School of Excellence is a closed campus, but it is not a locked campus. Staff will do everything they can to prevent a student from leaving the building while maintaining the safety of students and staff. Families and a student’s IEP team should discuss appropriate responses for each individual student.

SOE staff have a variety of protocols and procedures available to minimize the chances of a student eloping from the building and/or leaving staff supervision.

Students who have significant communication needs and/or cognitive needs, or students who are in Pathways Elementary will be blocked from leaving the building if they are trying to elope. If a young student or a student with more significant needs does exit the building, staff will pursue and use a variety of interventions to stop the student and transport the student back into the building for safety.

Students should not leave campus without permission at any time. However, secondary students may not be physically stopped from walking off campus or followed by staff. Students can become more escalated and/or physically aggressive when staff attempt to block them. Students who are in Pathways Secondary will be blocked or pursued if there is concern they want to hurt themselves or others. Guardians will be notified immediately and will develop a plan with staff. This can include calling police, staff pursuing, or waiting to see if the student will return.

If staff have concerns for a student's safety and staff lose sight of the student or need support to maintain safety, police will be called, and guardians may be required to come to the school.

Health and Nurse Procedures

The School of Excellence is a Nut-Free building. No peanuts, tree nuts, and any items that may contain traces of nuts are allowed in the building.

- o All food items brought to school will be turned in, searched by staff, and returned to the student as quickly as possible.
- o Any food items brought to school that contain nuts will be thrown away
- o Guardians are asked to label food items not in manufacture's packaging with the brand and name of item. This allows staff to check the item and return to students.
- o A list of snacks and approved foods is available in the front office

The nurse or designated staff will contact parents if a student meets criteria determined by the state:

- o Fever over 100.4 degrees
- o Vomiting visualized by staff
- o Diarrhea
- o COVID-19 or other respiratory illnesses
- o See next pages

Here are main reasons to keep sick children at home:

1. Your child doesn't feel well enough to take part in normal activities. For example, your child is overly tired, fussy, or won't stop crying.
2. Your child needs more care than teachers and staff can give while still caring for the other children.
3. Exhibiting COVID-19 or other respiratory symptoms
4. The illness is listed on the chart on the next page and indicates a need to stay home.

Respiratory Viruses:

Please follow current state guidance for respiratory illness (see next page) procedures. SOE will notify families if their student has potentially been exposed to respiratory illness or other commonly spread illnesses. If illness impacts multiple classrooms and/or multiple staff, administration may close classrooms to ensure the safety of all students.

*****Remember, the best way to stop the spread of infection is through good hand washing.**

Children with these symptoms or illness should be kept home (excluded) from school:

Symptoms	Child Must Be at Home?
<p>Diarrhea frequent, loose or watery stools (poop) compared to child's normal ones that aren't caused by food or medicine</p>	<p>Yes - if child looks or acts sick; if child has diarrhea with fever and isn't acting normally; if child has diarrhea and is also throwing up; OR if child has diarrhea that cannot be contained in the diaper or the toilet.</p>
<p>COVID-19 Symptoms</p>	<p>Yes- for at least 24 hours after the fever is gone, and 24 hours since the last bout of diarrhea and vomiting.</p> <p>The child may return with coughing symptoms if they are able to take part in school activities.</p>
<p>Fever with behavior change or other illness. Babies who are 4 months or younger needs to see a doctor right away for a fever of 100°F or higher.</p>	<p>Yes - if the child also has a rash, sore throat, throwing up, diarrhea, behavior changes, stiff neck, OR difficulty breathing.</p>
<p>"Flu-Like" Symptoms Fever over 100°F with a cough or sore throat. Other flu symptoms can include tiredness, body aches, throwing up and diarrhea</p>	<p>Yes - for at least 24 hours after the fever is gone. The fever needs to be gone, without using medicine that reduces the fever (acetaminophen or ibuprofen).</p>
<p>Coughing <u>Note:</u> Children with asthma may go to school with a written health care plan and the school is allowed to give them medicine and treatment</p>	<p>Yes - if the coughing is severe, Uncontrolled; OR your child has wheezing, rapid or trouble breathing and medical attention is needed.</p>
<p>Mild Respiratory or Cold Symptoms stuffy nose with clear drainage, sneezing, mild cough</p>	<p>No – your child may go to school if they able to take part in school activities. <i>Keep your child home if the symptoms are severe. This includes fever and the child is not acting normally and/or has trouble breathing.</i></p>
<p>Rash</p>	<p>Yes – Rash with fever. Call your doctor. Any rash that spreads quickly, has open, oozing wounds and/or is not healing should be checked by a doctor.</p> <p>No—Rash without fever. A body rash without a fever or behavior changes usually does not need to stay home from school. You can call your doctor for advice.</p> <p>Unidentified rashes may require the child to be picked up.</p>

<p>Vomiting/Throwing Up</p> <p>Throwing up two or more times in the past 24 hours</p>	<p>Yes - until throwing up stops or a doctor says it is not contagious. If your child has a recent head injury, watch for other signs of illness and for dehydration.</p>
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Illness	Child Must Be at Home?
Chicken Pox	Yes --until the blisters have dried and crusted (usually 6 days).
Conjunctivitis (pink eye) pink color of eye <i>and</i> thick yellow/green discharge	No (bacterial or viral) – children don’t need to stay home unless the child has a fever or behavioral changes. Call your doctor for advice and possible treatment.
Croup (see Coughing)	Call your doctor for advice. <u>Note:</u> Your child may be able to go to school unless they are not well enough to take part in usual activities.
Fifth’s Disease	No —child is no longer contagious once rash appears.
Hand Foot and Mouth Disease (Coxsackie virus)	No —unless the child has mouth sores, is drooling and isn’t able to take part in usual activities.
Head Lice or Scabies	Yes —from end of the school day until after the first treatment.
Hepatitis A	Yes —until 1 week after the illness starts and when your child is able to take part in usual activities.
Herpes	No, unless —your child has open sores that can’t be covered or your child is drooling nonstop.
Impetigo	Yes —your child needs to stay home until treatment has started.
Ringworm	Yes —from end of school until after your child starts treatment. Keep the area covered for the first 2 days.
Roseola	No —unless your child has a fever or behavior changes.
RSV (Respiratory Syncytial Virus)	No —your child can go to school unless they aren’t well enough to take part in usual activities and/or they have trouble breathing. Call your doctor for advice.
Strep Throat	Yes —for 24 hours after starting antibiotics unless the doctor says that it is okay to return to school sooner. Your child also needs to be able to take part in usual activities.

Vaccine Preventable Diseases Measles, Mumps, Rubella (German Measles), Pertussis (Whooping Cough)	Yes —your child can return to school once the doctor says they are <u>no longer contagious</u> .
Yeast Infections including thrush or Candida diaper rash	No —follow good hand washing and hygiene practices.

The information presented is intended for educational purposes only. It is not intended to take the place of your personal doctor's advice and is not intended to diagnose, treat, cure or prevent any disease. The information should not be used in place of a visit, call or consultation or advice of your doctor or other health care provider. childrenscolorado.org | Anschutz Medical Campus

Disciplinary Removals/ Denial of Admission

Pikes Peak BOCES, The School of Excellence or the administrators of PPBOCES may deny admission to the School of Excellence for cause. The grounds for denial of admission or removal from school as disciplinary action shall be those established by law and Board Policy JKD/JKE and the implementing regulation JKD/JKE-R

Students with unresolved or outstanding charges for crimes of violence on or off campus, even those that did not result in school discipline, as well as students who were expelled from any school, BOCES, or private school during the preceding twelve months or whose behavior during the preceding twelve months in another school, BOCES, or private school was detrimental to the welfare or safety of other students or school personnel may be denied admission.

Pursuant to Colorado law, a student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:

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

The Board shall 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 shall be the same as those for student suspension and expulsion in as much as the same section of the law governs these areas.

Reviewed and Current June 2025: 10/00 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)(11) (Board duty to adopt policies requiring enrollment decisions to be made in a nondiscriminatory manner) 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.: JEB, Entrance Age Requirements JKD/JKE, Suspension/Expulsion of Students JLCB, Immunization of Students

Discipline

All student's Behavior Intervention Plans, IEPs and additional strategies will be followed as preventative interventions to challenging behaviors. Any disciplinary actions taken are confidential to that student and their team.

Suspension may be utilized if there is a high level of disruption to the school environment, student physical aggression, high magnitude aggression towards staff or the inability to maintain a student or their peer's safety due to the level of their behavior. Each situation is evaluated and considered based on student needs.

If a suspension does occur, a re-entry meeting with parents and administration is required before the student returns. Restorative Practices may also be implemented as a part of a student's re-entry process.

Suspensions of students with disabilities will be in accordance with applicable law and Board Policy JK-2

All reported instances of bullying, harassment or discriminatory behavior within the school community are investigated by the school administration. Students who engage in any act of bullying, harassment or discriminatory behavior are subject to appropriate disciplinary actions up to and including suspension, and or referral to outside agencies.

Behavioral events involving property destruction will be considered on an individual basis. Students and families may be asked to work with staff to develop a plan for repayment, community service, or other disciplinary measures.

Restorative Practices and HeartMath Interventions

Restorative Practice and HeartMath are two evidenced-based interventions used at the School of Excellence.

Restorative Practice is a social science that studies how to strengthen relationships between individuals as well as social connections within communities.

Restorative Circles include both proactive and responsive circles. This may include proactive circles utilized in the classroom to promote social skills as well as to promote academic learning. Responsive circles may be utilized to restore relationships and functioning in the classroom after a conflict or negative behavior. Trauma-informed restorative questions are utilized along with responsive circles.

Impromptu and formal conferencing may also be needed to restore a relationship, and this may include participation by parents.

Refer to iirp.edu for more information on Restorative Practice.

HeartMath is a system of simple and powerful self-regulation techniques which are easy to learn and designed to be used "in the moment". These techniques along with biofeedback software (Emwave and Inner Balance) the person increase self-awareness and develop the ability to self-regulate emotions, thoughts, and behaviors.

Heartmath may be utilized in the classroom, during group or individual counseling sessions, or as a means to re-balance the nervous system after a behavior escalation. It may also be used as an early intervention to self-regulate, avoid escalation, and provide improved emotion management.

Refer to HeartMath.com for more information on HeartMath techniques and software. If you have further questions, please feel free to contact Sheila Felix LPC, LSC at the School of Excellence.

Re-Entry Meetings

Re-Entry meetings are required after all suspensions, hospitalizations, or extended time away from school.

After a hospitalization, guardians need to schedule a meeting with the school staff when a release date has been set. A re-entry meeting must occur before a student returns to school. The purpose of these meetings is to discuss any possible changes in medication, safety protocols, supports and/or interventions implemented after a hospitalization. Students should participate in this re-entry if appropriate. Guardians can invite any outside providers. Guardians are asked to provide any release paperwork, safety plans, and/or medication changes.

After a suspension, a re-entry meeting provides an opportunity for the student, guardians, and staff to participate in restorative practices. This must occur before the student returns to the classroom. Participants will be supported by staff in this process. This helps students and staff take accountability and express themselves to help students reintegrate in their school community and minimize the likelihood of another suspension.

Depending on individual circumstances, a risk assessment or IEP team meeting may also need to occur.

ANNUAL NOTIFICATION OF FERPA RIGHTS

Policy: JRA/JRC

The Family Educational Rights and Privacy Act ("FERPA") and Colorado law afford parents, guardians ("parents") and students over 18 years of age ("eligible students") certain rights concerning the student's education records, as follows:

1. The right to inspect and review the student's education records within 45 days of the BOCES receiving a request for access. A parent or eligible student making such a request must submit to the school principal [or appropriate school official] a written request that identifies their record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

- a. A parent or eligible student may ask the BOCES to amend a record they believe is inaccurate or misleading by writing to the school principal [or appropriate school official] identifying the part of the record they want to be changed and specifying why it is inaccurate or misleading.
 - b. If the BOCES decides not to amend the record as requested by the parent or eligible student, the BOCES will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Disclosure of personally identifiable information can be made without consent to the following:
- a. School officials with a legitimate need to review an education record to fulfill their professional responsibilities. A school official is a person employed by the BOCES as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the BOCES has contracted to perform a special task (such as an at consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
 - b. Officials of another BOCES in which the student seeks or intends to enroll. The BOCES will forward records upon such a request but will attempt to notify the parents and students of the request.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the BOCES to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605
5. The right to refuse to permit the designation of any or all of the categories of directory information.
- a. The BOCES may disclose certain information, known as directory information, at its discretion without the consent of the parent or eligible student. In compliance with federal law, student information will be provided to military recruiters. The parent or eligible student has the right to refuse to let the BOCES release any or all of this information. If you do not want this information released, you must send written notice annually to your student's school office.
 - b. Directory information which may be released may include the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

****IN CASE OF AN EMERGENCY****

In case of an emergency, the School of Excellence has procedures in place for responding to the situation and disseminating information to guardians.

Initial contact will most likely be through an automated call system. It is important for families to update their contact information with the front office. If you miss an automated call, a voicemail and/or text message will be

left. PLEASE LISTEN TO THE VOICEMAIL. **If there is a true emergency, school staff will not be able to answer return phone calls.**

In the event of a lockdown or lockout, students, guardians, and visitors will not be able to come into the building or leave.

Additional services and supports, such as access to mental health providers, may be offered to students who are more directly affected by emergency situations.

Additional information will be shared with guardians as appropriate and available as the emergency situation progresses or is resolved.

Confidentiality and privacy of our students and families is a high priority. Specific information about any incident will not be shared with others to protect those involved.

District Transportation Information

2025-2026

Academy – D20	(719) 234-1433
Big Sandy	(719) 541-2291
Calhan - RJ1	(719) 347-2766
Canon City Schools	(719) 276-5818
Cheyenne Mt. - D12	(719) 475-6105
Colorado Springs - D11	(719) 520-2924
Cripple Creek-Victor	(719) 306-4489
Elbert - #200	(303) 648-3030
Elbert County/Kiowa C-2	(303) 621-2220 ext. 8407
Ellicott – D22	(719) 683-2700 ext. 2216
Falcon – D49	(719) 495-1159 ext. 8973
Fountain Ft. Carson – D8	(719) 382-1337
Fremont - RE2	(719) 784-6712 option 2
Hanover - #28	(719) 683-2247 ext. 300
Harrison – D2	(719) 579-4900
Lewis Palmer – D38	(719) 488-4711
Limon – RE-4J	(719) 775-2350
Manitou Springs - #14	(719) 685-2231
Miami-Yoder – 60JT	(719) 478-2186 ext. 1355
Peyton – 23JT	(719) 749-0074 ext.1
Pueblo – D60	(719) 549-7217
Widefield – D3	(719) 391-3540
Woodland Park – RE1	(719) 686-2028

*Parents/Guardians must notify the school and transportation department if a student is not riding the bus home. Parents/Guardians are responsible for any scheduling changes with third party transportation agencies such as Ever Driven or Hop Skip. Parents must communicate this with SOE.

***Parents/Guardians of students deemed unsafe to ride the bus will be contacted to pick up their child. It is expected that parents will arrive at the school as soon as possible.**