It is the intent of the school district to develop policies and put them in writing so that they may serve as guidelines for the successful and efficient functioning of the district’s schools. There are two types of policy that apply to the school district: Board policy and administrative policy. Together they are referred to as district policies.

The Board of Education considers policy development its chief responsibility and has developed its own process for policy development and monitoring. In its policies, the Board directs the superintendent to operate within certain parameters and to make reasonable progress toward the achievement of stated ends results. Pursuant to the Board’s direction, and to facilitate operation of the school district and achievement of the Board’s ends, the superintendent has developed these administrative policies. However, due to statutory requirements or for other reasons, the Board has retained adoption of various administrative policies. These administrative policies will specifically state that they are “adopted by the Board.”

This manual contains administrative policies of the district (reproduced on white paper), regulations intended to implement administrative policy (yellow paper) and certain reference or $exhibit$ documents that relate to policies and/or regulations (green paper).

Policy development

Policy development in a modern, forward-looking school system is a dynamic ongoing process. New problems and issues give rise to the continuing need to develop new policies or to revise existing ones. The reason for the loose-leaf format of this manual is to allow for frequent revisions and updates.

Each person holding a copy of this manual should make a diligent effort to keep it up to date as new policies, regulations and exhibits are distributed by the district’s central office.

Changes in needs, conditions, purposes and objectives will require revisions, deletions and additions to the district’s administrative policies. The superintendent welcomes suggestions for ongoing policy development.
Proposals regarding administrative policies may originate with the superintendent, staff members, parents, students, consultants, civic groups or any resident of the district. A careful and orderly process shall be used in examining such proposals.

**About Policy Governance**

Policy Governance is a governance model, developed by John and Miriam Carver, which focuses the Board of Education on the district’s vision for students and their achievements. The Board policy manual is separated into four categories: governance process, executive limitations, board/superintendent relationship and ends. In its “ends” policies, the Board describes the intended results of the organization, for whom those results are to be achieved, and the cost or relative worth of those results.

**About policies and regulations**

*Policies* are principles that chart a course of action. They tell what is wanted and may include why and how much. They are broad enough to indicate a line of action to be taken, but narrow enough to give clear guidance.

*Regulations* are detailed directions regarding how a policy will be put into practice. They tell how, by whom, where and when things are to be done.

The separation of policies and regulations in this manual follows several “rules of thumb”:

1. When the school district’s practice in a particular area is established by law, any informational statement covering the practice is presented as “policy” and appears on a white page. (A law, of course, may be quoted or referred to in a regulation or exhibit.)

2. When the district’s practice in a particular area has been established through a negotiated agreement, any statement pertaining to that practice is presented as “policy” on a white page.

3. Where the district has interwoven regulations with policy and where separation would do harm to the meaning of both, the entire statement is presented as “policy” on a white page.

**Notes on use of the manual**
Dates. Where possible the original date of adoption/approval/issuance appears immediately following each policy/regulation. In other instances, an approximate date or revision date is used.

Legal references. Pertinent legal references are given so that the policy user may locate the pertinent state or federal law related to a policy. Unless otherwise noted, all references direct the reader to the *Colorado Revised Statutes*, as revised through the last session of the legislature. Most of the statutes are included in *Colorado School Laws* published by the Colorado Department of Education. Other laws and/or court decisions also may be applicable to a particular policy.

Cross references. Certain policies/regulations relate to others. Cross references to both administrative and Board policies are provided to help the policy user find all of the related information.

Is the manual complete?

No. The administrative manual contains all of the current written policies of the administration to date. The need to place additional policies in writing, adopt new ones and revise old ones is ongoing. No matter how well conceived and well developed, a policy manual can never be completely up to date.

* * * * *
Trinidad School District #1

Date of manual adoption/revision/issuance: ____________________________

______________________________________________________________

______________________________________________________________

Please note: All copies of this manual are the property of Trinidad School District #1, Trinidad, Colorado.
SECTION A - FOUNDATIONS AND BASIC COMMITMENTS

Section A contains policies, regulations and exhibits on the district’s legal role in providing public education and the basic principles underlying school board governance. These policies provide a setting for all of the school board’s other policies and regulations. Included in this section are policies on nondiscrimination, educational philosophy and accountability.

Adopted/Revised

12/2005 AC  Nondiscrimination/Equal Opportunity
05/2010 AC-E  Nondiscrimination/Equal Opportunity — Exhibit
12/2005 ACD  Commitment to Religious Neutrality Commitment
12/2005 ACD-R  to Religious Neutrality — Regulation
12/2005 ACE  Nondiscrimination on the Basis of Handicap/Disability
12/2005 ACE-R  Nondiscrimination on the Basis of Handicap/Disability (Grievance Form) — Regulation
05/2010 ACE-E-1 Nondiscrimination on the Basis of Handicap/Disability (Compliance Officer) — Exhibit
12/2005 ACE-E-2 Nondiscrimination on the Basis of Handicap/Disability (Grievance Form) — Exhibit
12/2005 ADC  Tobacco-Free Schools
05/2010 AD 12/2005  School District Mission
ADD 12/2005 ADD-E  Safe Schools
04/2009 ADE  Safe Schools — Exhibit
09/2006 ADF  Survey of District
09/2010 AE 09/2010  Staff School Wellness
AE-R 12/2005 AEA  Accountability/Commitment to Accomplishment
Accountability/Commitment to Accomplishment
Standards Based Education

SECTION B - SCHOOL BOARD GOVERNANCE AND OPERATIONS

Section B contains policies, regulations, and exhibits about the school board—how it is elected; how it is organized; how it conducts meetings; and how it operates. This section includes policies establishing the board’s internal operating procedures as well as policies on board communications and policy adoption.

Adopted/Revised

12/2005 BB  School Board Legal Status
05/2000 BBBA  Board Member Qualifications
05/2010 BC  School Board Member Conduct
05/2010 BC-R  School Board Member Financial Disclosure
05/2010 BCB  Board Member Conflict of Interest
05/2011 BDFA  District Personnel Performance Evaluation Council
07/2009 BE  School Board Meetings
06/2006 BEC  Executive Sessions/Open Meetings
12/2005 BGA  Policy Implementation
SECTION C - GENERAL SCHOOL ADMINISTRATION

Section C contains policies, regulations and exhibits on school management, administrative organization and school building and department administration. It includes the administrative aspects of special programs and system wide reforms such as school or site-based management. It also contains personnel policies regarding the superintendent, senior administrators (management team) and school principals.

Adopted/Revised

12/2005  CBF  Superintendent’s Conduct
12/2005  CBIA  Public Inspection of Superintendent’s Evaluation
12/2005  CC  Administrative Organization
12/2005  CCA  Organization Chart
12/2005  CE  Administrative Council
12/2005  CF  School Building Administration
12/2005  CHCA  Handbooks and Directives

SECTION D - FISCAL MANAGEMENT

Section D contains policies, regulations and exhibits on school finances and the management of funds; it includes policies on budget, banking, accounting, purchasing and payroll. Policies on the financing of school construction and renovation, however, are filed in Section F - Facilities Development.

Adopted/Revised

5/2011  DB  Annual Budget
12/2005  DBG  Budget Adoption Process
12/2005  DG  Banking Services (And Deposit of Funds)
12/2005  DH  Bonded Employees and Officers
12/2005  DID  Inventories
12/2005  DID-R  Inventories — Regulation
12/2005  DIE  Annual Audit
02/2011  DJ/DJA  Purchasing/Purchasing Authority
12/2005  DJ/DJA-R  Purchasing/Purchasing Authority — Regulation
12/2005  DJC  Cash in School Buildings
12/2005  DJG  Vendor Relations
12/2005  DKA  Payday Schedules
09/2008  DKC  Expense Authorization/Reimbursement
12/2005  DN  School Properties Disposition

SECTION E - SUPPORT SERVICES

Section E contains policies, regulations and exhibits on non-instructional services and programs, particularly those on business management, safety, building and grounds management, office services, transportation and food services. Also included are policies on busing, fire drills, vandalism, data management and insurance programs.

Adopted/Revised

12/2005  EBAB  Hazardous Materials
12/2005  EBAB-R  Hazardous Materials — Regulation
12/2005  EBBA  Prevention of Disease/Infection Transmission (Handling Body Fluids and Substances)
12/2005  EBBA-R  Prevention of Disease/Infection Transmission (Handling Body Fluids and Substances) — Regulation
12/2005  EBBB  Accident Reports
12/2005  EBCA  Disaster Plans
SECTION F - FACILITIES PLANNING AND DEVELOPMENT

Section F contains policies, regulations and exhibits on facility planning, financing, construction and renovation. It also includes the topics of temporary facilities, school closings, bond campaigns and naming facilities.

Adopted/Revised

12/2005 FA Facilities Development Goals/Priority Objectives
12/2005 FD Facilities Funding
05/2008 FF Naming of Schools and Facilities
SECTION G - PERSONNEL

Section G contains policies, regulations and exhibits on all school employees except the superintendent (found in Section C - General Administration). The category is divided into three main divisions: GB contains policies applying to all school employees or to general personnel matters; GC refers to instructional and administrative staff; and GD refers to support or classified staff.

**Adopted/Revised**

12/2005  GBA  Open Hiring/Equal Employment Opportunity
12/2005  GBAA  Sexual Discrimination and Harassment
12/13/05  GBAA-R  Sexual Harassment (Grievance Procedure) — Regulation
12/2005  GBAA-E  Sexual Harassment Complaint Form — Exhibit
12/2005  GBB  Staff Involvement in Decision Making
12/2005  GBEA  Staff Ethics/Conflict of Interest
12/2005  GBEB  Staff Conduct (And Responsibilities)
03/2010  GBEBA  Staff Dress Code
12/2005  GBEBC  Gifts to and Solicitations by Staff
12/2005  GBE  Drug-Free Workplace (Drug and Alcohol Use by Staff Members)
12/2005  GBE-E  Employee Acknowledgment Form Drug-Free Workplace Policy Statement — Exhibit
12/2005  GBEE  Staff Use of the Internet and Electronic Communications
12/2005  GBEE-E  Staff Use of the Internet and Electronic Communications (Annual Acceptable Use Agreement) - Exhibit
12/2005  GBGA  Staff Health (And Physical and Mental Health Examination Requirements)
12/2005  GBGA-R  Staff Health (Staff Members with HIV/AIDS) — Regulation
12/2005  GBBGAA  Staff Training in Crisis Prevention and Management
12/2005  GBGAB  First Aid Training
05/2010  GBGB  Staff Personal Security and Safety
03/2000  GBGD  Workers’ Compensation
12/2005  GBGE  Staff Maternity/Paternity/Parental Leave
12/2005  GBGE-E-1  Staff Maternity Leave (Physician’s Statement Pregnancy) — Exhibit
12/2005  GBGE-E-2  Staff Maternity Leave (Physician’s Statement Regarding Continued Disability Related to Pregnancy, Childbirth or Miscarriage) – Exhibit
12/2005  GBGF  Federally-Mandated Family Leave
12/2005  GBGF-R  Federally Mandated Family Leave — Regulation
12/2005  GBGF-E  Certification of Physician or Practitioner (Family and Medical Leave Act of 1993) — Exhibit
12/2005  GBGG  Staff Sick Leave
12/2005  GBGH  Sick Leave Bank
12/2005  GBGH-E  Sick Leave Bank — Exhibit
12/2005  GBGI  Staff Military Leave
12/2005  GBGJ  Staff Bereavement Leave
12/2005  GBGK  Staff Legal Leave
12/2005  GBGL  Staff Victim Leave
12/2005  GBGM  Professional Leave
12/2005  GBGN  Extended Leave
12/2005  GBGN-E  Request for Extended Leave — Exhibit
12/2005  GBGO  Reporting and Approving Employee Absences
12/2005  GBGO-E  Claim/Request for Leave Form — Exhibit
12/2005  GBJ  Personnel Records and Files
12/2005  GBJA  Disclosure of Information to Prospective Employers
12/2005  GBK  Staff Concerns/Complaints/Grievances /
08/2007  GBK-R  Staff Concerns/Complaints/Grievances — Regulation V
12/2005  GC  Professional Staff
12/2005  GCA  Professional Staff Positions
12/2005  GCBA  Instructional Staff Contracts/Compensation/Salary Schedules
12/2005  GCBAA  Performance Pay for Instructional Staff
12/2005  GCBD  Professional Staff Fringe Benefits

Trinidad School District #1, Trinidad, Colorado
Administrator’s Manual Table of Contents
SECTION H - NEGOTIATIONS

Section H contains policies, regulations and exhibits on the process of negotiating with bargaining units recognized by the school board and authorized understate law.

H Negotiations
SECTION I – INSTRUCTION

Section I contains policies, regulations and exhibits on the instructional program. This section covers basic curricular subjects, special programs, instructional resources and academic achievement. It includes policies about the school year, school day, grading, graduation requirements, home schooling, school library and media center, textbook selection and adoption, field trips, teaching methods and school ceremonies.

Adopted/Revised

12/2005 IA Instructional Goals and Learning Objectives
12/2005 IC/ICA School Year/School Calendar/Instruction Time
12/2005 IGA Curriculum Development
12/2005 IGF Curriculum Review
09/2010 IHA Basic Instructional Program
09/2010 IHA-R Basic Instructional Program
12/2005 IHAC History and Civil Government Education
12/2005 IHACA Law-Related Education
12/2005 IHAE Physical Education
12/2005 IHAI Vocational Education Programs
12/2005 IHAK Character Education
12/2005 IHAM Health Education
12/2005 IHAM-R Family Life/Sex Education or Health Education (Exemption Procedure) — Regulation
12/2005 IHAMA Teaching about Drugs, Alcohol, and Tobacco
12/2005 IHB Special Instructional Programs and Accommodations
12/2005 IHB-R Special Instructional Programs and Accommodations (Referral Procedures) — Regulation
12/2005 IHBPA Special Education/Programs for Handicapped/Disabled/Exceptional Students
02/2011 IHBBA Gifted and Talented Education
12/2005 IHBBD Compensatory Education (Title 1)
12/2005 IHBED Individualized Instruction
12/2005 IHBEE Instructional Resources and Materials
12/2005 IHBEB Textbook Selection and Adoption
12/2005 IHBEC Library Materials Selection and Adoption
12/2005 IHBEC-R Library Materials Selection and Adoption — Regulation
12/2005 IJNC Resource Centers/Media Centers/School Libraries
12/2005 IJNC-E-1 Resource Centers/Media Centers/School Libraries (Literacy Guidelines) — Exhibit
12/2005 IJOA Field Trips
12/2005 IJOA-R Field Trips — Regulation
12/2005 IJOA-E Field Trips — Exhibit
12/2005 IJOB Guest Speakers
12/2005 IK Academic Achievement
12/2005 IKA Grading/Assessment Systems
12/2005 IKAB Report Cards/Progress Reports
12/2005 IKB Homework
12/2005 IKB-R Homework — Regulation
SECTION J – STUDENTS

Section J contains policies, regulations and exhibits on students—admissions, attendance, rights and responsibilities, conduct, discipline, suspension and expulsion, health and welfare, records, publications and school-related activities.

Adopted/Revised

05/2010 JB  Equal Educational Opportunities
12/2005 JBA  Nondiscrimination on the Basis of Sex (Compliance with Title IX)
05/2010 JBA-E  Nondiscrimination on the Basis of Sex (Compliance Officer) — Exhibit
06/20/10 JBB  Sexual Harassment
12/2005 JBB-R  Sexual Harassment (Grievance Procedure) — Regulation
06/2008 JEA  Compulsory Attendance Ages
12/2005 JEB  Entrance Age Requirements
12/2005 JEB-R  Entrance Age Requirements — Regulation
06/2010 JF  Admission and Denial of Admission
12/2005 JF-E-1  Admission and Denial of Admission — Exhibit
12/2005 JF-E-2  Delegation of Custodial Power by Parent or Guardian — Exhibit
12/2005 JFAB  Continuing Enrollment of Students Who Become Nonresidents
12/2005 JFABA  Nonresident Tuition Charges
12/2005 JFABD  Homeless Students
12/2005 JFABD-R  Homeless Students- Regulation
12/2005 JFBB  Inter-District Choice/Open Enrollment
12/2005 JFBB-R  Inter-District Choice/Open Enrollment — Regulation
05/2010 JFC  Student Withdrawal from School/Dropouts
05/2010 JFC-R  Student Withdrawal from School/Dropouts
12/2005 JGA  Assignment of New Students to Classes and Grade Levels
11/2010 JH  Student Absences and Excuses
11/2010 JH-R  Student Absences and Excuses — Regulation
11/2010 JH-2  Trinidad High School Attendance Policy
12/2005 JHB  Truancy
12/2005 JHCA  Closed Campus
12/2005 JIC  Student Conduct
12/2005 JICA  Student Dress Code
12/2005 JICC  Student Conduct on Buses
09/2010 JICC-R  Student Conduct on Buses — Regulation
12/2005 JICDA  Code of Conduct
12/2005 JICDD  Violent and Aggressive Behavior
12/2005 JICDE  Bullying Prevention and Education
12/2005 JICDE-R  Bullying Prevention and Education— Regulation
12/2005 JICEA  School-Related Student Publications
12/2005 JICEA-R  School-Related Student Publications (School Publications Code) — Regulation
12/2005 JICEC  Student Distribution of Non-curricular Materials

Trinidad School District #1, Trinidad, Colorado
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Adopted/Revised

12/2005  JICF  Secret Societies/Gang Activity
12/2005  JICH  Drug and Alcohol Use by Students
12/2005  JICH-R  Drug and Alcohol Use by Students — Regulation
12/2005  JICI  Weapons in School
12/2005  JICJ  Use of Cell Phones and Pagers
12/2005  JID  Students of Legal Age
12/2005  JIE/JIG  Pregnant/Married Students
1/2009  JIH  Student Interrogations, Searches and Arrests
12/2005  JIHB  Parking Lot Searches
12/2005  JIHC  Use of Metal Detectors
12/2005  JII  Student Concerns, Complaints and Grievances
12/2005  JII-R  Student Concerns, Complaints and Grievances — Regulation
12/2005  JJ  Student Activities (Co curricular and Extracurricular)
12/2005  JJ-R  Student Activities (Co curricular and Extracurricular) — Regulation
12/2005  JJA  Student Activities Funds
12/2005  JJA-2  Student Organizations — Open Forum (Secondary Schools)
12/2005  JJA-2-R  Student Organizations — Open Forum (Secondary Schools) — Regulation
12/2005  JJC  School Displays
12/2005  JJE  Student Fundraising Activities
12/2005  JJE-R  Student Fundraising Activities — Regulation
12/2005  JKF  Educational Alternatives for Expelled Students
12/2005  JKG  Expulsion Prevention
12/2005  JLA  Student Insurance Programs
12/2005  JLC  Student Health Services and Records
12/2005  JLC-R  Student Health Services and Records — Regulation
12/2005  JLCB  Immunization of Students
12/2005  JLCB-R  Immunization of Students — Regulation
12/2005  JLCC  Communicable/Infectious Diseases
12/2005  JLCDA  Students with Food Allergies
12/2005  JLCCA  Students with HIV/AIDS
12/2005  JLCCA-R  Students with HIV/AIDS — Regulation
11/2010  JLC  Use of Physical Intervention
11/2010  JKA  Use of Physical Intervention — Regulation
11/2010  JKA-R  Use of Physical Intervention — Regulation
11/2010  JKA-E  Use of Physical Intervention — Regulation
12/2005  JLA  Student Restraint Incident Report Form
12/2005  JLC  Immunization of Students
12/2005  JLC-R  Immunization of Students — Regulation
12/2005  JLCB  Immunization of Students
12/2005  JLCB-R  Immunization of Students — Regulation
12/2005  JLCC  Communicable/Infectious Diseases
12/2005  JLCC-R  Communicable/Infectious Diseases — Regulation
11/2010  JLCA  Physical Examinations of Students
12/2005  JLCA  Physical Examinations of Students
12/2005  JLCB  Immunization of Students
12/2005  JLCB-R  Immunization of Students — Regulation
12/2005  JLCDA  Students with HIV/AIDS
12/2005  JLCDA  Students with HIV/AIDS — Regulation
12/2005  JLD  Student Concerns, Complaints and Grievances
12/2005  JLD-R  Student Concerns, Complaints and Grievances — Regulation
12/2005  JJA  Student Activities Funds
12/2005  JJA-2  Student Organizations — Open Forum (Secondary Schools)
12/2005  JJA-2-R  Student Organizations — Open Forum (Secondary Schools) — Regulation
12/2005  JJC  School Displays
12/2005  JJE  Student Fundraising Activities
12/2005  JJE-R  Student Fundraising Activities — Regulation
12/2005  JKF  Educational Alternatives for Expelled Students
12/2005  JKG  Expulsion Prevention
12/2005  JLA  Student Insurance Programs
12/2005  JLC  Student Health Services and Records
12/2005  JLC-R  Student Health Services and Records — Regulation
12/2005  JLCB  Immunization of Students
12/2005  JLCB-R  Immunization of Students — Regulation
12/2005  JLCC  Communicable/Infectious Diseases
12/2005  JLCC-R  Communicable/Infectious Diseases — Regulation
11/2010  JLCA  Physical Examinations of Students
12/2005  JLCA  Physical Examinations of Students
12/2005  JLCB  Immunization of Students
12/2005  JLCB-R  Immunization of Students — Regulation
12/2005  JLCC  Communicable/Infectious Diseases
12/2005  JLCC-R  Communicable/Infectious Diseases — Regulation
12/2005  JLCDA  Students with HIV/AIDS
12/2005  JLCDA  Students with HIV/AIDS — Regulation
11/2010  JLD  Student Concerns, Complaints and Grievances
12/2005  JLD-R  Student Concerns, Complaints and Grievances — Regulation
SECTION K - SCHOOL-COMMUNITY-HOME RELATIONS

Section K contains policies, regulations and exhibits on parent and community involvement in schools. Except for policies concerning education agencies, statements on public sector relations with school districts also are located in this section. Policies found in this section include parents’ rights, public information and complaints, community use of school facilities, advertising in the schools and public information and communications.

**Adopted/Revised**

09/2010  KAAA    Civility Policy
12/2005  KB      Parent Involvement in Education
12/2005  KBA     District Title I Parent Involvement (Communications with the Public)
12/2005  KBA-E   School-Level Title I Parent Involvement Policy (School/Parent Compact) — Exhibit
12/2005  KBBA    Custodial and Non-custodial Parent Rights and Responsibilities
12/2005  KBBA-R  Custodial and Non-custodial Parent Rights and Responsibilities — Regulation
12/2005  KCB     Community Involvement in Decision Making
12/2005  KD      Public Information and Communications
12/2005  KDB     Public’s Right to Know/Freedom of Information
12/2005  KDB-R   Public’s Right to Know/Freedom of Information — Regulation
12/2005  KDAA    Press Releases, Conferences and Interviews
12/2005  KDAA-R  Press Releases, Conferences and Interviews — Regulation

Trinidad School District #1, Trinidad, Colorado
Administrator’s Manual Table of Contents
SECTION L - EDUCATION AGENCY RELATIONS

Section L contains policies, regulations and exhibits on the school district’s relationship with other education agencies including other school systems, regional or service districts, private schools, colleges and universities, education research organizations and state and national education agencies. This section also contains policies on student teaching, charter schools and BOCES.

Adopted/Revised

12/2005  LBB  Cooperative Educational Programming
12/2005  LBD  Relations with District Charter Schools
9/2010   LBD-R Relations with District Charter Schools (Procedures for Establishment, Renewal and Revocation – Regulation
9/2010   LBD-E Intent to Apply to Become a District Charter School
12/2005  LBDA Facilities Planning and Funding for District Charter Schools
Nondiscrimination/Equal Opportunity

The Board of Education and the District are committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The District and the schools contained within are subject to all federal and state laws and constitutional provisions prohibiting discrimination and harassment on the basis of disability, race, creed, color, sex, sexual orientation, gender identity expression, national origin, religion (or lack thereof), marital status, socioeconomic status, ancestry, or need for special education services.

Discrimination and harassment against employees and applicants for employment based on age and genetic information is also prohibited in accordance with state and/or federal law. In addition, the Board prohibits discrimination and harassment against all members of the school community (students, employees, and members of the public) on the basis of physical characteristics. Respect for the dignity and worth of each individual shall be paramount in the establishment of all policies by the district and in the administration of those policies by the district and in the administration of those policies by the administration.

In keeping with these statements, the following shall be objectives of this school district.

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations.

2. To encourage positive experiences in terms of human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial and ethnic groups.

3. To consider carefully, all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspect of all segments of society.

4. To utilize educational experiences to build each individual’s pride in the community in which he or she lives.

5. To initiate a process of reviewing all policies and practices of this school district in order to achieve the objectives of this policy to the greatest extent possible.

The district shall 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 expression, national origin, religion (or lack thereof), marital status, socioeconomic status, military or veteran status, ancestry, need for special education services, or physical characteristics.
The notice shall be disseminated to persons with limited English language skills in the person’s own language. It shall also be made available to persons who are visually or hearing impaired.

The notice shall appear on a continuing basis in all district media containing general information, including teachers’ guides, school publications, recruitment materials, application forms, vacancy announcements, student handbooks, school program notices, summer program newsletters and annual letters to parents.

The aforementioned notices shall include the Name, Title, Address, and Telephone Number of the person(s) designated to coordinate Title IX, Section 504, ADA, and other nondiscrimination compliance activities.

Adopted by the Board: December, 2005
Revised by the Board: October, 2016
School District No. 1, Trinidad, Colorado
Trinidad School District #1
Commitment to Religious Neutrality

Notwithstanding anything which may inadvertently still appear in policy, the district understands that administration and staff must recognize students’ First Amendment religious rights. The district further recognizes that the United States Constitution’s First Amendment imposes two equally important obligations on public schools.

First, schools must not forbid students acting on their own from expressing their personal religious views or beliefs. Second, schools may not endorse religious activity or doctrine and students may not coerce participation in religious activity.

Schools must give students the same rights to engage in religious activity and discussion, as they have to engage in other comparable activity. Generally, this means that students may pray in a non-disruptive manner during the school day when they are not engaged in school activity and instruction, subject to the same rules as apply to other speech.

Adopted by the Board: December, 2005

LEGAL REFS.: Constitution of Colorado, Article II, Section 4 (religious freedom)
20 U.S.C. 7904 (No Child Left Behind Act of 2001)
C.R.S. 22-1-120 (rights of free expression for public school students)

CROSS REFS.:

Administration policies:
IMB, Teaching about Controversial/Sensitive Issues
IMBB, Exemptions from Required Instruction
JJA, Student Organizations
JICEC*, Student Distribution of Noncurricular Materials
JICED, Student Expression Rights
Trinidad School District #1, Trinidad, Colorado
Commitment to Religious Neutrality

Religious activities of students

Individual students may engage in private, quiet religious activities so long as the conduct is not disruptive. This does not include the right to have a captive audience listen or compel other students to participate. Students may speak to their peers about religious topics just as they do with regard to political topics. Teachers and administrators should ensure that no student is in any way coerced to participate in religious activity. Student speech that constitutes harassment aimed at a student or group of students shall not be allowed.

Religious activities of staff

Staff members, including teachers and administrators, when present on school premises, when attending school sponsored events, or when otherwise acting in their capacity as school district employees, are representatives of the state and as such are prohibited from soliciting or encouraging religious activities, participating in religious activities with students, discouraging an activity because of religious content, or soliciting or encouraging anti-religious activities. The prohibitions set forth above do not apply to staff members when they are not acting as an employee of the district or when they are attending non-school sponsored events, regardless of where such events are held.

Teaching about religion

Public schools may not provide religious instruction. However, objective teaching about religion is permitted. The following may be taught about religion: the history of religion, comparative religion and the role of religion in the history of the United States and other countries. It is also permissible to teach religious influences in art, music, literature and social studies. Public schools may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of holidays. Schools may not observe holidays as religious events or promote such observance by students. In teaching about religion, teachers are prohibited from promoting, criticizing or ridiculing a religion.

Homework or coursework

Students may express their beliefs about religion in the form of homework, artwork and other written and oral expression. Such homework and classroom work should be judged by academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school.

Approved by the Board: December, 2005
Nondiscrimination/Equal Opportunity

In compliance with Titles VI & VII of the Civil Rights Acts 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 and Colorado law, Trinidad School District #1 does not unlawfully discriminate on the basis of disability, race, creed, color, sex, sexual orientation, gender identity expression, national origin, religion (or lack thereof), marital status, socioeconomic status, military or veteran status, ancestry, need for special education services or physical characteristics in admissions, access to, treatment, or employment in educational programs or activities which it operates.

Grievance procedures for Title IX and Section 504 have been established for students, parents and employees. The following person(s) have been identified as the designated employee(s) to coordinate compliance activities for the district.

As referenced in Policy ACE-E, specific complaints of alleged discrimination under Section 504 or ADA (handicap/disability); and as referenced in Policy JBA-E, specific complaints of alleged discrimination under Title IX (sex) should be referred to:

William Cordova, Title IX Coordinator, 612 Park Street, (School Administration Bldg.) Trinidad, Colorado, 719-846-3324.

Complaints may also be filed with the Office of Civil Rights, Denver Office, U.S. Department of Education, Region VIII, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, Colorado 80204-35082; Ph: 303-844-5695; Fax: 303-844-4303; Email: OCR.Denver@ed.gov

Adopted by the Board: May, 2010
Revised by the Board: August, 2014
Revised by the Board: October, 2016
Nondiscrimination on the Basis of Handicap/Disability
(Grievance Form)

The Trinidad School District # 1 does not discriminate on the basis of handicap/disability with regard to admission, access to services, treatment, or employment in its programs or activities. Any alleged discriminatory practices within the scope of Section 504 or the Americans with Disabilities Act should be addressed through the grievance procedure which follows:

**Step 1**

The person who believes he/she has a valid basis for grievance under Section 504, or the Americans with Disabilities Act shall informally discuss the complaint with the District 504/ ADA compliance officer.

The compliance officer will investigate and document the complaint (including dates of meetings, disposition and dates of disposition), and give written reply to the complainant within five (5) working days of meeting with the complainant.

**Step 2**

If the complaint is not satisfactorily resolved through Step 1, the alleged grievance may be filed in writing by the complainant. To be considered, the written complaint must fully set out the circumstances giving rise to the alleged grievance and must be filed with the compliance officer within five (5) working days of disposition at Step 1.

The compliance officer will appoint a hearing officer within five (5) working days of receipt of the written complaint.

The hearing officer will conduct a hearing regarding the alleged grievance within fifteen (15) working days of appointment. The hearing officer shall give the parent, student, or employee full and fair opportunity to present evidence relevant to the issues raised under the grievance. The parent, student, or employee may, at their own expense, be assisted or represented by individuals of their choice, including legal counsel. The hearing officer will present his/her written decision to compliance officer and complainant within ten (10) working days of the hearing.

**Step 3**

If the complaint is not satisfactorily resolved through Step 2, the complainant may file a written appeal to the Board of Education. To be considered, the written complaint must fully set out the circumstances giving rise to the alleged grievance and must be filed with the District Superintendent's Office within five (5) working days of disposition at Step 2.

The Board of Education will address the complaint at its next regularly scheduled meeting provided the written complaint is received in the Superintendent's Office at least one week prior to the next scheduled meeting of the Board of Education.
Within ten (10) working days of addressing the complaint, the Board of Education will issue a written disposition of the alleged grievance through the Superintendent's Office.

**Step 4**

If the complaint is not satisfactorily resolved following Step 3, further appeal may be made to the United States Office of Civil Rights, Department of Education, Washington, DC 20201.

Approved: March 2000  
Revised: December, 2005
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, Trinidad School District #1 does not unlawfully discriminate on the basis of race, color, sex, religion, national origin, ancestry, creed, age, marital status, sexual orientation, genetic information, disability or need for special education services in admissions, access to, treatment, or employment in educational programs or activities which it operates.

Complaint procedures have been established for students, parents, employees and members of the public. The following person(s) have been identified as the compliance officer for the district:

________________________

Name or title of employee designated as compliance officer

Dorothy Stelitano

Address: 612 Park Street – Trinidad, Colorado

Telephone number: 719-846-3324

E-Mail: Dorothy.stelitano@trinidad.k12.co.us

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, 303 E. 17th Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

Adopted: August, 2014
Nondiscrimination on the Basis of Handicap/Disability
(Grievance Form)

Date:________________________________________

Your School and/or Position__________________________

Place where you may be reached:______________________________________
Address______________________________________________
Phone No.____________________________________________

Nature of your grievance. (Please describe the policy or action you believe may be in violation of Section 504 or ADA. Please identify any person(s) you believe may be responsible.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

If others are affected by the possible violation, please give their names and/or positions:

________________________________________________________________________
________________________________________________________________________

Please describe any corrective action you wish to see taken with regard to the possible violation. You may also provide other information relevant to this grievance.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of Grievant
Date

Signature of Person Receiving Grievance
Date

Location

Issued: March 2000
Revised: December, 2005
Tobacco-Free Schools

Tobacco smoke in the school and work environment is not conducive to good health. As an educational organization, a school district should provide both effective educational programs and a positive example to students concerning the use of tobacco.

In order to promote the general health, welfare and well-being of students and staff, smoking, chewing or any other use of any tobacco products by staff, students and members of the public is banned from all school property.

For purposes of this policy, the following definitions apply:

1. **School property** means all property owned, leased, rented or otherwise used or contracted for by a school including but not limited to the following:
   a. All indoor facilities and interior portions of any building or other structure used for children under the age of 18 for instruction, educational or library services, routine health care, daycare or early childhood development services, as well as for administration, support services, maintenance or storage. The term does not apply to buildings used primarily as residences i.e., teacher ages.
   b. All school grounds over which the school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas and parking areas.
   c. All vehicles used by the district for transporting students, staff, visitors or other persons.

2. **Tobacco** includes cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and all other kinds and forms of tobacco prepared in such manner as to be suitable for chewing, smoking or both. **Tobacco** includes cloves or any other product packaged for smoking.

3. **Use** means lighting, chewing, inhaling or smoking any tobacco product.

Signs will be posted in prominent places on all school property to notify the public that smoking or other use of tobacco products is prohibited in accordance with state law and district policy. This policy will be published in all employee and student handbooks, posted on bulletin boards and announced in staff meetings.

Any member of the general public considered by the superintendent or designee to be in violation of this policy will be instructed to leave school district property. Employees found to be in violation of this policy will be subject to appropriate disciplinary action.
Disciplinary measures for students who violate this policy will include in-house detention, revocation of privileges and exclusion from extracurricular activities. Repeated violations may result in suspension from school. In accordance with state law, no student will be expelled solely for tobacco use.

**Exemptions**

Pursuant to state law no exemption shall be granted pursuant to this policy. Any previously granted exemption became invalid July 1, 1999.

Adopted by the Board: October 2000
Revised by the Board  December, 2005

**LEGAL REFS.:** 20 U.S.C. 7181 et seq. *(Pro-Children Act of 2001 contained in No Child Left Behind Act of 2001 prohibits smoking in any indoor facility used to provide educational services to children)*
- C.R.S.18-13-121
- C.R.S. 22-32-109 (1)(bb)
- C.R.S. 22-32-109.1 (2.)(a)(VII) *(policy required as part of safe schools plan)*
- C.R.S. 25-14-103.5
- 6 CCR 1010-6, Rule 5-306

**CROSS REFS.:**
- *Administration policies:*
  - IHAMA, Teaching about Drugs, Alcohol and Tobacco
  - KFA, Public Conduct on School Property
School District Mission

Trinidad School District No. 1 will provide a safe environment and ensure that our students develop and demonstrate the knowledge, skills, and values necessary to lead adaptable, fulfilling and passionate lives as well-rounded citizens in our ever-changing global community.

Adopted: May, 2010

LEGAL REF: C.R.S. 22-32-109.1

CROSS REF: ADA, School District Goals and Objectives
Safe Schools

The district recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. To that end, the district directs the superintendent, following consultation with the school district accountability committee, parents, teachers, administrators, students and when appropriate, members of the community, to develop a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.

2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.

3. Procedures that address persons visiting school buildings and attending school-sponsored activities.

4. Training programs for staff and students in crisis prevention and management.

5. Training programs for staff and students in emergency response procedures that include practice drills.

6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.

7. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.

8. Procedures for safe, confidential reporting of security and safety concerns at each school building.

9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.

10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.

11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials.
and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.

12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.

13. Procedures for the reporting of criminal activity to law enforcement. Each building principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually, in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law.

It shall be the responsibility of the superintendent or designee to compile the annual safety reports from each principal and submit the compilation to the Board of Education. The district shall issue a final safety report. The report shall be made available to the public and shall be submitted to the State Board of Education in accordance with state law and regulation.

Adopted by the Board: October 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 9-1-101 through 9-1-106 (construction requirements, fire escapes, etc.)
C.R.S. 22-3-101 through 22-3-104 (eye protective devices) C.R.S. 22-32-109.1 (safe schools plan)
C.R.S. 22-32-110 (1)(k)
C.R.S. 22-32-124 (2),(3) (building inspections) C.R.S. 24-10-106.5 (duty of care)

CROSS REFS.:
Administration policies:
ECA/ECAB, Security/Access to Buildings
GBGAA*, Staff Training in Crisis Prevention and Management KDE, Crisis Management
KI, Visitors to School

Board policies:
E-1, District Mission
EL-11, School Safety
Safe Schools

Pursuant to C.R.S. 22-32-109.1(2)(b), the following information shall be included in the annual safe schools report from the principal to the Board of Education for the preceding school year:

1. total enrollment for the school
2. average daily attendance rate at the school
3. dropout rates for grades seven through twelve, if such grades are taught at the school
4. average class size for each public elementary, middle school or junior high school, and senior high school calculated as the total number of students enrolled in the school divided by the number of full-time teachers in the school

Note: "Full-time" teacher means a person who is licensed or authorized by a letter of authorization to teach, and is primarily engaged in teaching during a substantial majority of the instructional minutes per school day.

5. number of conduct and discipline code violations, including but not limited to specific information on the number of and the action taken with respect to each of the following types of violations:
   
a. carrying, bringing, using, or possessing a dangerous weapon on school grounds, in school vehicles, at school activities, or sanctioned school events without the authorization of the school or the school district
   
b. use or possession of alcohol on school grounds, in school vehicles, or at school activities or sanctioned events
   
c. use, possession, or sale of a drug or controlled substance on school grounds, in school vehicles, or at school activities or sanctioned events
   
d. use or possession of tobacco products on school grounds, in school vehicles, or at school activities or sanctioned events
   
e. being willfully disobedient, openly and persistently defiant, or interfering with the orderly flow of information in a classroom
   
f. commission of an act on school grounds that if committed by an adult would be considered criminal assault, other than third degree assault
g. behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student or to other students

h. willful destruction or defacement of school property

i. repeated interference with the school’s ability to provide a safe environment and educational opportunities for other students

j. commission of an act on school grounds that, if committed by an adult, would be considered robbery

k. other violations of the code of conduct and discipline that resulted in documentation of the conduct in a student’s record

For purposes of the report, “action taken” means the specific type of discipline, including but not limited to the following categories of discipline:

- in-school suspension
- out-of-school suspension
- classroom removal in accordance with board policy
- expulsion
- referral to a law enforcement agency
- any other form of discipline, which shall be officially identified as part of a board policy.

The report shall specifically identify each conduct and discipline code violation and each action taken with respect to the violation by a student with a disability.

Issued: October 22, 2000
Revised by the Board: Dec, 2005
SURVEY OF DISTRICT STAFF

The Board of Education has an on-going interest in understanding how staff feels about various conditions inherent in district operations. The Board deems that a survey of all district staff shall be conducted annually unless an unforeseen, justifiable circumstance arises.

The purpose of the survey is to assist the district in identifying opportunities for constructive attention. The results of the survey will not be used for any purpose other than as points of reference for administrators to gauge progress toward intended goals.

It is recognized that a survey of feelings may be a source of apprehension for some respondents. Accordingly, every reasonable effort shall be made to ensure anonymity of respondents.

Adopted: April, 2009
SCHOOL WELLNESS

The Board promotes healthy schools by supporting student wellness, good nutrition, and regular physical activity as part of the total learning environment. Schools contribute to the basic health status of students by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential, as children who eat well-balanced meals and are healthy are more likely to learn in the classroom.

The district will establish and maintain a district-wide Nutrition and Physical Activity Advisory Council. The purposes of the council shall be to monitor the implementation of this policy, evaluate the district’s progress on this policy’s goals, serve as a resource to schools (i.e. provide lists of healthy incentives, snacks, etc.) and recommend revisions to this policy as the council deems necessary and/or appropriate.

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

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.

- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.

- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).

- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.
To achieve these goals, the District will pursue:

I. School Health Councils

The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (The 2006-2007 school health council consists of School and Community members: Karen Montera, Kathryn Sheridan, Lori Galasso, Diana Montoya, Linda Covington, Anna Gates, Theresa Sanchez, Marilyn Castillo, Phyllis Samora, Florence Velasquez, Brad Brillhart and Chris Dasko.)

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that half of the served grains are whole grain

Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.
**Breakfast** To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

, Schools will, to the extent possible, operate the School Breakfast Program.

, Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess.

, Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.

, Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

**Free and Reduced-priced Meals** Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

**Meal Times and Scheduling** Schools:

, will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;

, should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11 a.m. and 1 p.m.;

, should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;

, will schedule lunch periods to follow recess periods (in elementary schools);

, will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and

, should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).
Qualifications of School Food Service Staff Qualified nutrition professionals will administer the school meal programs. As part of the school district’s responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing of Foods and Beverages Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children’s diets.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion Trinidad School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offering at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;

- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;

- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;

- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;

- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);

- links with school meal programs, other school funds, and nutrition-related community services;

- teaches media literacy with an emphasis on food marketing; and

- includes training for teachers and other staff

Integrating Physical Activity into the Classroom Setting For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:
classroom health program education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television; opportunities for physical activity will be incorporated into other subject lessons; and classroom teachers will provide short physical activity breaks between lessons, or classes, as appropriate.

Communications with Parents The district/school will support parents’ efforts to provide a healthy diet and daily physical activity for their children. The district/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district’s snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents’ efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Staff Wellness Trinidad School District #1 highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each district/school should establish and maintain a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, and employee benefits specialist. (The staff wellness committee could be a subcommittee of the school health council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12 All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year. All physical
education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

**Daily Recess** All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two hours or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

**Physical Activity Opportunities Before and After School** All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, student with disabilities, and students with special health-care needs.

After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

**Physical Activity and Punishment** Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

**Safe Routes to School** The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal “safe routes to school” funds, administered by the state department of transportation, to finance such improvements. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

**Use of School Facilities Outside of School Hours** School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

**V. Monitoring and Policy Review**

**Monitoring** The superintendent or designee will ensure compliance with established district-
wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school’s compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition Policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

The superintendent or designee will develop a summary report every three years on district-wide compliance with the district’s established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all district school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

**Policy Review** To help with the initial development of the district’s wellness policies, each school in the district will conduct a baseline assessment of the school’s existing nutrition and physical activity environments and policies. The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

Adopted September 26, 2006

LEGAL REFS.: Section 204 of P.L. 108-265 (Child Nutrition and WIC Reauthorization Act of 2004)
C.R.S. 22-32-124 (nutritious choices in vending machines)
C.R.S. 22-32-136 (policies to improve children’s nutrition and wellness)

CROSS REFS.: EF, Food Services
EFC and EFC-R, Free and Reduced-Price Food Services
EFEA*, Nutritious Food Choices
EFEA*-E, Guidelines for Nutritious Choices in Vending Machines
IA, Instructional Goals and Learning Objectives
IHAE, Physical Education
IHAM and IHAM-R, Health Education
IHAMA, Teaching About Drugs, Alcohol and Tobacco
IHAMB and IHAMB-R, Family Life/Sex Education
NOTE: While Colorado school districts are not required by law to adopt a policy 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.

Accountability/Commitment to Accomplishment

The Board accepts its ultimate responsibility for the academic accomplishments of district students. Consistent with this responsibility and as required by law, the Board shall adopt and maintain an accountability program to measure the adequacy and efficiency of the educational program.

All district accountability committee meetings and school accountability committee meetings shall be open to the public. Meeting notices for district accountability committee meetings shall be posted in the same place and manner as notices of Board meetings. Notices for school accountability committee meetings shall be posted in the school.

In accordance with state law, the Board shall appoint or create a process for the election of a district accountability committee and shall determine if members shall be appointed or elected to school accountability committees. If elected, the Board shall create a process for the election of school accountability committees. See regulation AE-R. The district accountability committee and school accountability committees shall have those powers and duties prescribed by state law. The Board and the district accountability committee shall, at least semi-annually, in August and May cooperatively determine the areas and issues, in addition to budget issues, that the district accountability committee shall study and the issues on which it may make recommendations to the Board.

Adopted: September, 2010

LEGAL REFS.: C.R.S. 22-2-117 (waivers from State Board of Education) C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009) C.R.S. 22-11-301 and 302 (district accountability committee) C.R.S. 22-11-401 and 402 (school accountability committees) 1 CCR 301-1, Rules 2202-R-1.00 et seq. (accreditation rules)

CROSS REFS.: AEA, Standards Based Education AED*, Accreditation AEE*, Waiver of State Law and Regulation DBD, Determination of Budget Priorities
NOTE 1: The Board may consider applying to the State Board of Education for a waiver of certain provisions of law or state regulations which in the Board’s discretion it believes necessary to accomplish the purposes of the accountability program. For districts with a funded count of 3,000 or more pupils, such application requires the consent of a majority of the appropriate accountability committee and of the affected teachers and licensed administrators. Such a waiver, if granted, will be effective for two years and may be renewed once for an additional two years. See policy AEE*
Waiver of State Law and Regulation.

NOTE 2: State law and the rules of the State Board of Education set out the powers and duties of the district accountability committees and school accountability committees. Because of the specificity of state law and regulation, we did not list those powers and duties in this sample policy or accompanying regulation. One new responsibility for the district accountability committee is to provide input and recommendations on an advisory basis to principals concerning the development and use of assessment tools for the purpose of measuring and evaluating student academic growth as it relates to teacher evaluations. C.R.S. 22-11-302 (1)(d). The school accountability committee at each school is to provide input and recommendations to the district accountability committee and the administration concerning the principal’s evaluation. C.R.S. 22-11-302 (1)(e) and C.R.S. 22-11-402 (1)(e).
Accountability/Commitment to Accomplishment

District accountability committee

The district accountability committee (DAC) shall consist of at least:

- three parents of students enrolled in district schools
- one teacher employed by the district
- one school administrator employed by the district
- one person who is involved in business in the community within the district’s boundaries

A person may not serve in more than one of the required membership roles on the DAC. A person who is employed by the district or related to a district employee shall not be eligible to serve as a parent on the DAC. “Related” means the person’s spouse, son, daughter, sister, brother, mother or father. If, however, the district makes a good faith effort and is unable to identify a sufficient number of parents that meet these criteria, a person may serve as a parent on the DAC and also be employed by the district or related to a district employee.

The Board shall appoint persons to the DAC. In making these appointments, it shall ensure, to the extent practicable, that:

- the parents appointed reflect the student populations significantly represented within the district;
- at least one of the parents is a parent of a student enrolled in a district charter school authorized by the Board, if one exists; and
- at least one of the persons appointed has a demonstrated knowledge of charter schools.

NOTE: Members of the DAC may be appointed or elected as set forth in state law. If the members are appointed, the regulation should indicate by whom. If the members are elected, information about the election process should be specified. This sample regulation has the Board appointing members of the DAC and the Board delegating to each principal the authority to appoint members of the school accountability committee for his or her school.
If the Board chooses to increase the number of persons on the DAC, it shall ensure that the number of parents appointed exceeds the number of representatives from the group with the next highest representation.

Members of the DAC will serve terms of one year. The DAC shall select a parent representative to serve as chair or co-chair, who shall serve terms of one year. The DAC shall also establish a schedule of meetings and adopt general rules for its operation.

**School accountability committees**

Each school accountability committee (SAC) shall consist of at least:

- three parents of students enrolled in the school
- one teacher who provides instruction at the school
- the principal or the principal's designee
- one person from the community
- one adult member of an organization of parents, teachers and students recognized by the school

A person may not serve more than one of the required membership roles on the SAC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the SAC, the principal, with advice from the organization of parents, teachers and students, may establish an alternate membership plan for the SAC. Such alternate plan shall reflect the required representation stated above as much as practicable.

Members of the SAC shall be appointed by the principal of each school. The principal shall ensure, to the extent practicable, that the persons appointed reflect the student populations significantly represented within the school.

If the principal chooses to increase the number of persons on any SAC, the principal shall ensure that the number of parents appointed exceeds the number of representatives from the group with the next highest representation.

Members of the SAC shall serve terms of one year. Vacancies shall be filled by majority action of the remaining members of the SAC. The SAC shall select a parent representative to serve as chair or co-chair, who shall serve a term of one year.

**Adopted: September, 2010**
Standards Based Education

The district supports a system of education that develops and teaches standards that enable students to achieve the highest level of knowledge and skills. Academic content standards clearly identify what students should know and be able to do at key points in their school careers.

In accordance with state law, the district has adopted a standards-based education system which focuses on student learning of content standards. It is the intent of the district that the district’s program of instruction and assessments be aligned with content standards. In standards-based education, courses and units of study are clearly defined, understood by teachers and students and communicated to staff members, families and the community. The district’s standards-based education system will advance equity, promote student learning and reinforce accountability.

The superintendent shall be responsible for developing a plan to implement content standards that meet or exceed the model state content standards and revise curriculum and programs of instruction to align them with the district’s standards to provide students with the educational experiences necessary to achieve the standards. The plan shall also address the professional development of teachers and administrators to enable successful implementation of standards-based education. The plan shall ensure that the educational programs of the district actively address the needs of exceptional students, consciously avoid gender or cultural bias and address the different learning styles and needs of students of various backgrounds and abilities and eliminate barriers to equity. The plan shall conform to all timelines established by law.

The district shall work with educators, parents, students, business persons, members of the community and the district accountability committee to review and revise content standards as necessary to ensure maximum effectiveness and develop assessments that will adequately measure each student’s progress. Parents shall be kept informed of student progress in achieving content standards and how such progress will be measured. This information shall also be provided to the district and building advisory accountability committees.

Adopted: December, 2005

LEGAL REFS.: C.R.S. 22-7-401 (education reform – obligation to provide a standards-based system)
C.R.S. 22-30-109 (1) (r), (t) (duty to comply with state regulations and determine programs)

CROSS REFS.: Administration policies:
IA, Instructional Goals and Learning Objectives
IGA, Curriculum Development
IGF, Curriculum Review
IL, Evaluation of Instructional Programs, and subcodes

Board policies:
EL-5, Commitment to Accomplishment and Accountability
EL-6, Educational Program
School Board Legal Status

The Constitution of Colorado assigns to locally elected boards of education control of instruction in the public schools of their respective districts. As charged by the constitution, the General Assembly has provided for the organization of school districts, including the composition of district boards and the election of school directors.

Legally, then, local school boards are political subdivisions of the state and derive their power from the state constitution and acts of the General Assembly. They also have responsibilities to the local citizenry they serve and by whom they are elected.

There are five directors on the Board of Education of the Trinidad School District #1, each of whom is elected for a four-year term.

Adopted by the Board: September 27, 1994
Revised: December, 2005

LEGAL REFS.: Constitution of Colorado, Article IX, Sections 2,15
C.R.S. 22-31-105
[Note: This section provides a district electorate with certain leeway in the number of directors and in the length of the term of office.]

CROSS REFS.: Board policies:
GP-1, Governance Commitment
GP-3, Board Job Description
GP-9, Board Member Code of Conduct
Board Member Qualifications

A candidate for the office of school director shall be a qualified elector of the district and be a resident of the director district in which he or she is a candidate. A qualified elector is someone who is 18 years or older by the date of the election, is a citizen of the United States, has resided in the state and the district for at least 12 consecutive months prior to the election and is a registered voter in the district at the time of the election.

In addition, any person who has been convicted of, pled guilty or nolo contendere to, or received a deferred judgment or sentence for commission of a sexual offense against a child is ineligible for election to a school district board of education. Similarly, any board member who is convicted of, pleads guilty or nolo contendere to, or receives a deferred judgment for a sexual offense against a child while serving on a board shall become ineligible to serve and a vacancy shall be created. Any person who is the subject of a pending charge of commission of a sexual offense against a child at the time of election is ineligible for election to a school district board of education.

It is important that the candidate be sincerely and honestly interested in serving the whole school district for the best interests of all children. Board members shall be nonpartisan in dealing with school matters. The Board does not wish to subordinate the education of children and youth to any partisan principle, group interest or personal ambition.

Adopted by the Board: March 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 1-2-101,102 (qualification and registration of elections)
C.R.S. 1-4-803 (petitions for nominating school directors)
C.R.S. 22-31-107 (qualifications and nomination of candidates for school director)

CROSS REFS.:
Board policies:
GP-9, Board Member Code of Conduct
GP-11, Board Member Conflict of Interest
School Board Member Conduct

Public office is a trust created by the confidence which the public places in the integrity of its public officers. To preserve this confidence, it is the desire of the Board to operate under the highest ethical standards.

In carrying out his/her fiduciary duties, a Board member shall not:

1. Disclose or use confidential information acquired in the course of official duties to further substantially personal financial interests.

2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position or which it is known or should be known is primarily for the purpose of a reward for official action taken.

3. Engage in a substantial financial transaction for the member's private business purposes with a person whom the member supervises in the course of official duties.

4. Perform an official act which directly and substantially confers an economic benefit on a business or other undertaking in which the member has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

The phrase "economic benefit tantamount to a gift of substantial value" includes a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value.

It is permissible for a Board member to receive:

1. Campaign contributions and contributions in kind which are reported in accordance with state law.

2. An occasional non-pecuniary gift which is insignificant in value.

3. A non-pecuniary award publicly presented by a nonprofit organization in recognition of public service.
4. Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting at which the member is scheduled to participate.

5. Reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the position.

6. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events. Tickets to these events may have to be reported in accordance with the public official disclosure law.

7. Payment for speeches, appearances or publications reported in accordance with the public official disclosure law.

It shall not be considered a breach of conduct for a Board member to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates.

2. Accept or receive a benefit as an indirect consequence of transacting school district business.

 Adopted: May, 2010

LEGAL REFS.: C.R.S. 1-45-101 et seq. (Fair Campaign Practices Act)
C.R.S. 24-6-203 (Public Official Disclosure Act)
C.R.S. 24-18-104 (rules of conduct for all public officers, general assembly, local government officials and employees)
C.R.S. 24-18-109 (rules of conduct for local government officials and employees)
C.R.S. 22-32-110 (1) (k) (specific powers of boards)
School Board Member Financial Disclosure

Board members are required by law to disclose certain items received in connection with serving on the Board. If Board members receive such items, they must file a report with the county clerk and recorder on forms supplied by the secretary of state. Such report must be filed on or before January 15, April 15, July 15 and October 15 of each year, and shall cover the period since the last report. The report must contain the name of the person from whom the reportable item was received, its value and the date of receipt. Board members who do not receive any items that must be reported are not required to file a report.

Items which must be reported include the following:

1. Any money received including a loan, pledge, advance or guarantee of a loan with a value of %25 or more.

2. Any gift of any item of real or personal property other than money with a value of %50 or more.

3. Any loan of real or personal property if the value of the loan is %50 or more. $Value of the loan$ means the cost saved or avoided by the Board member by not borrowing, leasing or purchasing comparable property from a source available to the general public.

4. Any payment for a speech, appearance or publication.

5. Tickets to a sporting, recreational, educational or cultural event with a value of %50 or more for a single event or a series of tickets to sporting
events of a specific team during a season or to cultural events of a specific company with a total value of %100 or more.

6. Payment of or reimbursement for actual and necessary expenses for travel and lodging for attendance at a convention or other meeting at which the Board member or candidate for the Board is scheduled to participate unless the payment for such expenditures is made from public funds or from the funds of any association of public officials or public entities such as the Colorado Association of School Boards (CASB).

7. Any gift of a meal to a fund-raising event of a political party.

The financial disclosure need not include the following:

1. A contribution or contribution in kind that already has been reported pursuant to the Fair Campaign Practices Act.

2. Any item of perishable or nonpermanent value including meals unless such item is required to be reported under #5 or #7 above.

3. A non-pecuniary award publicly presented by an organization in recognition of public service.

4. Payment of or reimbursement for actual and necessary expenses for travel and lodging for attendance at a convention or other meeting in which the individual is scheduled to participate if the payment or reimbursement is made from public funds or from the funds of any association of public officials or entities such as CASB.

5. Payment of salary from employment including other government employment.

To avoid misunderstandings about the value of an item, the donor must furnish the Board member with a written statement of the dollar value of the item when it is given.

Adopted: May, 2010

LEGAL REF.:C.R.S. 24-6-201 et seq. (Colorado Sunshine Act - public official
Board Member Conflict of Interest

Public office is a trust created by the confidence the electorate places in the integrity of local government officials for the common good and for the benefit of the people. A conflict of interest arises when a public officer is unable to devote complete loyalty and singleness of purpose to the general public interest.

It is the intent of this policy to protect the public trust placed in directors of this school district. For purposes of this policy, the Board declares that a conflict of interest is a personal, pecuniary interest that is immediate, definite and demonstrable.

A. Board member who has a personal or private interest in a matter proposed or pending before the Board shall disclose such interest to the Board, shall not vote on it and shall not attempt to influence the decisions of other Board members in voting on the matter. However, if a Board member has complied with statutory disclosure requirements by voluntarily notifying the secretary of state of interest in the matter, the member may vote if participation is necessary to obtain a quorum or otherwise enable the Board to act. If a member votes under these circumstances, the member shall state for the record the fact and summary nature of the potential conflict of interest.

B. The written disclosure to the secretary of state shall list as applicable the amount of the member’s financial interest the purpose and duration of any services rendered, compensation received for services or such other information necessary to describe the interest.

C. No individual may simultaneously serve as a Board member and as an employee of the school district. The Board shall not approve any compensation to a Board member for services rendered to the district, except as allowed by law. Board members may be reimbursed for authorized expenses in carrying out Board duties as provided by law.

D. The Board shall not enter into any contract with any of its members or with a firm or corporation in which a member has a financial interest unless one or more of the following apply:
   a. the contract is awarded to the lowest responsible bidder based on competitive bidding procedures;
   b. the merchandise is sold to the highest bidder at a public auction;
   c. the transaction involves investing or depositing money in a financial institution which is in the business of loaning money or receiving money;
   d. if, because of geographic restrictions, the district could not otherwise reasonably afford the contract because the additional cost to the district would be greater than 10 percent of the contract with the interested member or if the contract is for services that must be performed within a limited time period and no other contractor can perform the services;
d. if the contract is one in which the Board member has disclosed a personal interest and is one on which the member has not voted or has voted as allowed in state law following disclosure to the secretary of state and to the Board; or except as described herein, a Board member shall not be a purchaser at any sale or a vendor for any purchase made by the district

E. Board member may request an advisory opinion from the secretary of state concerning issues relating to personal conduct and potential conflict of interest

F. Board member must avoid conflict of interest with respect to his or her fiduciary responsibility. Accordingly, a Board member may not:
   a. disclose or use confidential information acquired in the course of official duties to further substantially personal financial interests;
   b. accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in that position or which the Board member knows or should know is primarily for the purpose of a reward for official action taken (the phrase “economic benefit tantamount to a gift of substantial value” includes a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value);
   c. engage in a substantial financial transaction for private business purposes with a person whom the Board member supervises in the course of official duties; or
   d. perform an official act which directly and substantially confers an economic benefit on a business or other undertaking in which the Board member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent.

G. It is permissible for a Board member to receive:
   a. campaign contributions and contributions in kind which are reported in accordance with state law;
      a. an occasional non-pecuniary gift which is insignificant in value;
      b. a non-pecuniary award publicly presented by a nonprofit organization in recognition of public service;
   c. payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting at which the Board member is scheduled to participate;
   d. reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the position;
H. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events (tickets to these events may have to be reported in accordance with the public official disclosure law); and
   a. payment for speeches, appearances or publications reported in accordance with the public office disclosure law.

I. It is not considered a breach of conduct for a Board member to:
   a. use school facilities and equipment to communicate or correspond with constituents, family members or business associates; or
   b. accept or receive a benefit as an indirect consequence of transacting school district business.

Adopted: July, 2004  
Revised: May, 2010

LEGAL REFS: Colo Const., Art. X, Sec. 13 (prohibition on making profit out of district Money or using for unlawful purpose)  
CRS 22-32-109 (1) (y) (Board duty to adopt bylaws relating to conflict of Interest)  
CRS 24-18-104, 109, 110 and 111 (rules of conduct for district officials/ Employees)  
CRS 24-18-201 and 202 (district officials/employees may not have interest In district contract)
District Personnel Performance Evaluation Council

The Board of Education shall appoint, pursuant to state law, an advisory school district personnel performance evaluation council which shall, at a minimum, consist of one teacher, one administrator, one principal, one parent and one person who does not have a child in school.

The council shall consult with the Board as to the fairness, effectiveness, credibility and professional quality of the licensed personnel performance evaluation system and its processes and procedures and shall conduct a continuous evaluation of the system.

Adopted: May 24, 2011

LEGAL REF.: C.R.S. 22-9-10 (performance evaluation councils)

CROSS REFS.: CBI, Evaluation of Superintendent

GCOA, Evaluation of Instructional Staff

GCOC, Evaluation of Administrative Staff
School Board Meetings

All meetings of three or more members of the Board at which any public business may be discussed or any formal action taken shall be open to the public at all times except for periods in which the Board is in executive session. All such meetings will be properly noticed and minutes will be taken and recorded as required by law.

No business may be conducted unless a quorum is present. A quorum shall consist of a simple majority (more than half) of the members serving on the Board.

A recording shall be made of regular and special meetings as required by law and at a minimum shall be an audio recording. Recordings shall be maintained for 90 days.

Regular Meetings

Regular meetings of the Board of Education shall be held in the Board room of the Administration building, 612 Park Street.

Meetings of the Board shall be held on the fourth Wednesday of each month at 6:00 p.m. unless otherwise established by the Board.

Special Meetings

Special meetings of the Board may be called by the Board president at any time and shall be called by the president upon the written request of a majority of the members.

The secretary of the Board shall be responsible for giving a written notice of any special meeting to each Board member at least 72 hours in advance of the meeting if mailed and 24 hours in advance if hand delivered personally to the member. The notice must contain time, place, and purpose of the meeting and names of the members requesting the meeting.

Any member may waive notice of a special meeting at any time before, during or after such meeting, and attendance at a special meeting shall be deemed to be a waiver.

No business other than that stated in the notice of the meeting shall be transacted unless all members are present and agree to consider and transact other business.

Work sessions and retreats

The board, as a decision-making body, is confronted with a continuing flow of problems, issues and needs which require action. While the Board is determined to expedite its business, it is also mindful of the importance of planning, brainstorming and thoughtful discussion without action. Therefore, from the time to time Board may schedule work sessions or retreats, which shall be
open to the public. No action shall be taken during such sessions. Public notice of the session, including the topics for discussion and study, shall be proven.

Adopted; July 28, 2009
Revised: July 19, 2014

LEGAL REFS.: C.R.S. 22-32-108 (board meetings)
C.R.S. 24-6-401 et seq. (Colorado Sunshine Law)
CROSS REFS.: BEC, Executive Sessions
BEDA, Notification of Board meetings

Note 1: The Board is not required to take minutes if through its notice and agenda it had not retained the option to take formal action. The Board must take a recording of each regular and special meeting of the Board at which votes are taken and recorded and shall make the recording available to the public. The Board, at its discretion, shall use appropriate technology available at the time the recording is made and shall, at a minimum, make an audio recording. Such recordings must be maintained for a minimum of 90 days.

Note 2: The Board is required to electronically record executive sessions, which shall include the specific statutory citation to the executive session law that allows the Board to meet in executive session. However, if the executive session is held to discuss an individual student matter, the Board is not required to make an electronic or written record of the executive session. If the executive session is held to receive legal advice from an attorney on a particular matter, an electric record must be made of the statutory citation to the executive session law that allows the Board to meet in executive session to receive legal advice, but the Board is not required to make an electric or written record of the discussion that occurs in executive session, on the basis that it constitutes privileged attorney-client communication.

Note 3: A quorum is defined as a simple majority (more than half) of the members serving on a Board, as follows:

For a 5-member board a quorum is 3
For a 6-member board a quorum is 4
For a 7-member board a quorum is 4
Executive Sessions/Open Meetings

All regular and special meetings of the Board shall be open to the public except that at any regular or special meeting the Board may proceed into executive session upon affirmative vote of two-thirds of the Board members present.

The Board shall not make final policy decisions nor shall any resolution, policy or regulation be adopted or approved nor shall any formal action of any kind be taken during any executive session. The Board is authorized to approve written minutes of an executive session in executive session, if written minutes are taken.

The Board may hold an executive session for the sole purpose of considering any of the following matters:

1. Purchase, acquisition, lease, transfer or sale of any real, personal or other property. However, no executive session shall be held to conceal the fact that a member of the Board has a personal interest in such property transaction.

2. Conferences with an attorney for the purpose of receiving legal advice on specific legal questions. The mere presence or participation of an attorney at an executive session shall not be sufficient to satisfy this requirement.

3. Matters required to be kept confidential by federal or state law or regulations. An announcement will be made indicating the specific citation to state or federal law which is the reason the matter must remain confidential.

4. Specialized details of security arrangements or investigations.

5. Determination of positions relative to matters that may be subject to negotiations, development of strategy for negotiations and instruction of negotiators.

6. Personnel matters except if an employee who is the subject of an executive session requests an open meeting. If the personnel matter involves more than one employee, all of the employees must request an open meeting. Discussion of personnel policies that do not require discussion of matters specific to particular employees are not considered personnel matters.

The Teacher Employment, Compensation and Dismissal Act shall prevail in teacher dismissal hearings. (It provides that a dismissal hearing shall be open unless either the administration or employees requests the hearing be closed.)
Discussions concerning a member of the Board, any elected official or the appointment of a Board member are not considered personnel matters.

7. Consideration of any documents protected under the mandatory nondisclosure provision of the Open Records Act, except that consideration of work product documents and documents subject to the governmental or deliberative process privilege must occur in a public meeting, unless an executive session is otherwise allowed.

8. Discussion of individual students where public disclosure would adversely affect the person or persons involved.

Prior to convening in executive session, the Board president shall announce the topic of the executive session which shall be reflected in the minutes. The Board shall include the specific citation to statute authorizing it to meet in executive session when it announces the session and identify the particular matter to be discussed in as much detail as possible without compromising the purpose for which the executive session is authorized.

Only those persons invited by the Board may be present during any executive session regardless of the topic of the session (including personnel matters).

The Board shall cause a record to be made of the executive session which shall be retained by the Board for 90 days following the session. No record shall be made of an executive session held for the purpose of discussing an individual student matter or of a session in which the discussion involves a privileged attorney-client communication. The record must include the specific statutory citation to the executive session law that allows the Board to meet in executive session.

Adopted by the Board: September 27, 1994
Revised by the Board: July 1999
Revised by the Board: March 2000
Revised by the Board and recoded: Dec., 2005
Revised by the Board: June, 2006

LEGAL REFS.: C.R.S. 22-32-108 (5)
C.R.S. 24-6-402

CROSS REFS.: Administrative policy:
KDB, Public's Right to Know/Freedom of information
School Board Policy Process

The Board considers policy development its chief responsibility. The Board strives to reflect the community's values in its policies and commits itself to an ongoing effort to engage the community regarding policy-level concerns. The Board develops policies and puts them in writing to provide for the successful, consistent and efficient operation of the district's schools and the high achievement of district students. Policy development shall be aimed primarily toward the continual formation and evaluation of goals and desired end results for students, rather than toward daily district operations.

The Board uses the policy development and codification system of the National Education Policy Network/National School Boards Association (NEPN/NSBA), as recommended by the Colorado Association of School Boards.

This system, while it may be modified to meet needs, is to serve as a general guideline for such tasks as policy research, drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy monitoring and the continuous maintenance of the Board policy manual.

The policies of the Board shall be interpreted in accordance with state and federal laws and regulations.

Policy adoption

Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board of Education. However, proposals regarding policies may originate with a Board member, the superintendent, staff members, parents, students, consultants, civic groups or other residents of the district. A careful and orderly process shall be used in examining such proposals prior to action upon them by the Board.

The Board shall adhere to the following procedure in formally considering and adopting policy proposals to ensure thoughtful examination of the issues prior to final adoption.

1. First meeting-the proposal shall be presented as an information item.

2. Second meeting-the proposal shall be presented for a first reading, discussion and first vote.

3. Third meeting-the proposal shall be presented for a second reading, discussion and final vote.
During discussion of a policy proposal, the Board shall seek out the views of the community and staff. The Board shall take action only after hearing recommendations of the superintendent and viewpoints of persons and groups affected by the policy.

Amendments may be proposed by Board members. An amendment shall not require that the policy go through an additional reading except when the Board determines that further study is needed or that an additional reading would be helpful.

Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions. However, the above procedure is required before the policy shall be considered permanent.

The Board shall establish procedures to waive policies to facilitate attainment of district-level or school-level goals.

**Policy revision and review**

In an effort to keep its written policies up-to-date, the Board shall review its policies on a continuous basis.

The superintendent shall be responsible for calling to the Board's attention all policies that are out of date or for other reasons appear to need revision. Policy revision shall be accomplished in the same manner as policy adoption, except that revisions mandated by changes in law shall not require a second reading and may be adopted upon final vote at the second meeting.

Additionally, from time to time the Board may undertake a process to review and revise all of the policies in its manual. At the Board's discretion, it may utilize an outside facilitator to conduct this review and revision process. Such process shall be in accordance with a schedule developed by the Board and the outside facilitator, if applicable. The process shall include opportunities for staff, parent and community involvement. In addition, any changes to policy that affect the benefits, rights, responsibilities or expectations of students or staff shall be provided in writing to the affected group with sufficient time to make any necessary arrangements prior to the effective date of the change. Once the review and revision process is complete, the Board may choose to adopt the revised policy manual in its entirety by approval of a resolution. In this event, the above policy adoption process, including any readings, shall not apply.

**Board review of regulations**

The Board reserves the right to review regulations issued by the administration at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with policies and regulations adopted by the Board. The Board shall be provided with copies of all district-wide regulations issued by the administration.
Regulations shall be officially approved by the Board when required by state or federal law or when strong community, staff or student attitudes make it advisable.

Before issuance, regulations shall be properly titled and coded.

**Policy communication**

The superintendent shall establish and maintain an orderly plan for preserving and disseminating district policies and regulations. Staff will be informed of policy changes on a regular basis.

The Board's policy manual is a public record and shall be open for inspection at the administrative offices of the district [optional language: and on the district's website].

**Monitoring policy implementation**

The Board shall continuously monitor the implementation of its policies to ensure that reasonable progress is being made toward achieving the Board's goals and that operation of the school district is consistent with its policies.

**Suspension/repeal of policy**

In the event of special circumstances, the operation of any Board policy, including those governing its own operating procedures, may be temporarily suspended by a majority vote of Board members present at any regular or special meeting. This, however, shall not apply to any Board policy established by law or by contract.

Policy repeal shall be accomplished in the same manner as policy adoption.

Adopted: April, 2015

LEGAL REF.: C.R.S. 22-32-109 (1)(a-c), (y)(l) (specific duties of board)
Policy Implementation

The superintendent has responsibility for carrying out, through administration policies and regulations, the policies established by the Board.

Board policies and administration policies and regulations are designed to increase the probability of an effective and efficient school system. Consequently, it is assumed that all district employees and students will carry them out willingly.

Employees shall be responsible for informing their subordinates of existing district policies and regulations and for seeing that they are implemented in the spirit intended. Disregard for district policies and regulations may be interpreted as insubordination and/or willful neglect of duty.

Adopted: December, 2005
Superintendent’s Conduct

In accordance with Board policy, the superintendent shall not recklessly endanger the district’s public image or credibility such that it makes it extremely difficult to accomplish the district’s mission.

The superintendent shall also observe rules of conduct established in law which specify that a school employee shall not:

1. Disclose or use confidential information acquired in the course of employment to further substantially personal financial interests.

2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position or which the superintendent knows or should know is primarily for the purpose of a reward for action taken in which discretionary authority was exercised.

3. Engage in a substantial financial transaction for private business purposes with a person whom the superintendent supervises.

4. Perform any action in which the superintendent has discretionary authority, which directly and substantially confers an economic benefit on a business or other undertaking in which there is substantial financial interest or in which the superintendent is engaged as a counsel, consultant, representative or agent.

The phrase $economic benefit tantamount to a gift of substantial value$ includes a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value.

It is permissible for the superintendent to receive:

1. An occasional non-pecuniary gift which is insignificant in value.


3. Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting at which the superintendent is scheduled to participate.

4. Reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the position.
5. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events.

6. Payment for speeches, appearances or publications reported as honorariums. It shall not be considered a breach of conduct for the superintendent to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates on an occasional basis.

2. Accept or receive a benefit as an indirect consequence of transacting school district business.

A superintendent may request an advisory opinion from the secretary of state concerning issues relating to conduct that is proscribed by state law.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 18-8-308 (disclosure of pecuniary conflicts of interest)  
C.R.S. 22-32-110 (1)(k) (Power to adopt conduct rules) C.R.S.  
24-18-104 (Government Employee Rules of Conduct) C.R.S. 24- 
18-109 (Local Government Employee Rules of Conduct) C.R.S.  
24-18-111 (Secretary of State Advisory Opinions)

CROSS REF.:  
Board policy:  
EL-17, Asset Protection
Public Inspection of Superintendent’s Evaluation

Those portions of the superintendent's written evaluation by the Board of Education relating to the performance in fulfilling adopted district objectives, fiscal management of the district, district planning responsibilities and supervision and evaluation of district personnel shall be available for inspection by the public during regular office hours.

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 22-9-109
Administrative Organization

The legal authority of the Board is transmitted through the superintendent pursuant to its executive limitations, board/staff relationship and ends policies.

The superintendent shall have freedom to propose, with Board approval, lines of authority within the school district to facilitate reasonable progress toward achievement of the Board’s ends and to accommodate the elimination and creation of positions.

In order to protect the Board from sudden loss of the superintendent’s services, the superintendent shall have no fewer than one other executive familiar with Board and superintendent issues and process.

Adopted by the Board: December, 2005

Amended: July, 2014

CROSS REF.:

Board policy:

EL-2, Emergency Superintendent Succession
Organizational Chart

adopted February 28, 1995
revised August 8, 1995
adopted as administrative policy: July 27, 2004
Administrative Council

In order to ensure the involvement, input and assistance of the administrative staff in the development of district administrative policies and procedures, the superintendent shall establish an administrative council comprised of all senior level administrators of the district, including principals, assistant principals as available, and the chief financial officer.

The council shall meet regularly under the direction of the superintendent and shall act in an advisory capacity to the superintendent on matters brought to the council’s attention.

Adopted by the Board: February 28, 1995
Revised by the Board: December, 2005
School Building Administration

All building principals shall act as the chief administrative officers of their own buildings and grounds. They shall be responsible for and shall have authority over the actions of the students, professional and support staff members, visitors and persons hired to perform special tasks.

Principals shall also be responsible for achieving the long- and short-range educational objectives of the school district, as those objectives pertain to students and staff in their buildings. As part of the district’s standards-based education program, principals shall also be responsible for development and management of a comprehensive standards-based education program in their buildings and shall rigorously monitor and modify the program to ensure that all students meet or exceed district and state standards.

In the absence of a building principal, the superintendent shall assume all authority and duties of the principal.

Individual building regulations shall be developed by each attendance center administrator in order to govern the operations of the facility which he or she supervises. Such regulations shall be consistent with Board and district policy and shall be put in writing and communicated to all individuals affected by such regulations.

Building regulations shall be subject to review by the superintendent prior to their implementation. Such regulations shall be kept on file in the superintendent’s office.

Adopted by the Board: February 28, 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-32-126 (employment of principals)
C.R.S. 22-60.5-301, 306 (licensure reciprocity for out-of-state applicants) C.R.S. 22-63-103 (1.5) (definition of administrator)
C.R.S. 22-63-201 (exception to licensure requirement)

CROSS REF.: Board policy:
B/SR-1, Governance-Management Connection
Handbooks and Directives

In order that pertinent Board policies, administration policies and regulations and/or school rules may be known by all staff members and students affected by them, district administrators and principals are granted authority to issue staff and student handbooks as found necessary and desirable.

It is essential that the contents of all handbooks conform to district policies and regulations. It also is important that all handbooks bearing the name of the district or one of its schools be of a quality that reflects credit on the district.

Student, parent and teacher handbooks prepared by attendance center administrators are subject to review and approval by the superintendent prior to publication.

All handbooks published shall be made available to the Board for informational purposes.

Adopted by the Board: February 28, 1995
Revised by the Board: December, 2005

CROSS REF.:

*Board policy:*

EL-12, Staff Treatment
Financial Administration

With respect to the actual, ongoing financial condition and activities of the district, the superintendent shall not cause or allow fiscal jeopardy or a material deviation from the annual budget or any budget policies adopted by the Board, or any fiscal condition that is inconsistent with achieving the district's objectives.

Expending district funds

The superintendent shall take reasonable steps to ensure that only funds that have been received in the fiscal year to date are expended, unless authorized by Board resolution.

Reporting to Board and community

Audits

All district funds and accounts shall be audited by an independent auditor annually in accordance with state law and Board policy concerning the annual audit. All district funds and accounts shall be audited internally on a quarterly basis. Timely and appropriate corrective actions shall be taken in accordance with any internal or external audit findings.

The Board shall receive all audit reports and be informed of all corrective actions taken.

Financial reports

Monthly reports

The superintendent or designee shall prepare and submit to the Board a monthly cash receipts and disbursements report.

Quarterly reports

The superintendent or designee shall prepare and submit to the Board a quarterly fiscal actions report of all district funds. The quarterly report shall include:

- the actual amounts spent and received as of the date of the report from each of the funds budgeted by the district for the fiscal year, expressed as dollar amounts and as percentages of the annual budget
- the actual amounts spent and received for each fund for the same period in the preceding fiscal year, expressed as dollar amounts and as percentages of the annual budget

- the expected year-end fund balances, expressed as dollar amounts and as percentages of the annual budget

- a comparison of the expected year-end fund balances with the amount budgeted for that fiscal year

- details on the district's major tax and revenue sources, with variance analysis that shows the factors that are affecting revenue inflow.

The format and basis for reporting shall be consistent with the adopted budget and the past year's generally accepted accounting procedures results.

**Reconciliation report**

The superintendent or designee shall prepare for the Board an itemized reconciliation between the fiscal year-end fund balances based on the budgetary basis of accounting and the modified accrual basis of accounting. The reconciliation shall include, but is not limited to, the liability for accrued salaries and related benefits. The reconciliation shall be included with the final version of the amended budget and the annual audited financial statements.

The Board shall receive all financial reports in a timely manner and be informed of all corrective actions taken.

The superintendent or designee shall conduct quarterly financial reviews with the Board using reports described above.

The Board may request other financial reports as needed.

**Oral notification**

The superintendent shall assure that immediate verbal notification be given to the Board regarding any potential financial problem or any matter that may affect the district's financial condition or ability to achieve its mission.

**Available to public**

All financial and audit reports shall be made available to the public and shall be posted online in accordance with the Public School Financial Transparency Act.
Legally-required reports

Reports and filings required by state and federal law and agencies shall be accurately and timely filed.

Record keeping

Complete and accurate financial records shall be kept for all district funds and accounts.

Operating losses or deficits

The superintendent, as well as all fund directors, program directors, department heads and school principals, shall take all reasonable steps to identify funds, programs, departments or schools that may end the fiscal year with an operating loss or deficit. A corrective action plan shall be developed and implemented within 30 days of such identification.

The superintendent, as well as all fund directors, program directors, department heads and school principals, shall develop and implement processes whereby variations or deviations in cash flow, revenues or other important financial indicators can be identified and dealt with in a timely manner.

Employee reporting

The superintendent shall develop and implement procedures to encourage all district employees to report suspected financial problems or wrongdoing. No adverse employment decisions shall be taken in response to a good faith report by an employee.

Contingency planning

The superintendent or designee shall continually be aware of the financial and political landscape both internally and externally and shall develop contingency plans against possible events.

Adopted: December 2015

LEGAL REFS.: C.R.S. 22-2-113.8 (annual report required regarding additional local property tax revenues received and the amount distributed directly to the district’s schools)

C.R.S. 22-44-105 (1.5)(b) (itemized reconciliation)

C.R.S. 22-44-301 et seq. (Public School Financial Transparency Act)

C.R.S. 22-45-102 (1)(b) (quarterly financial reports)
CROSS REF.: KD, Public Information and Communications
NOTE: While Colorado School districts are not required by law to have an exhibit on this subject, this exhibit reflects legal requirements school districts must follow.

Financial Administration
(Timeline for Online Posting of Financial Information)

The Public School Financial Transparency Act, C.R.S. 22-44-301 et seq. (the Act) requires the district to post financial information online, in a downloadable format, for free public access, in accordance with the following timeline. The Act requires the district to update any required information within sixty days of the district’s completion or receipt of the applicable report, statement or document. Once posted, the Act requires the district to maintain the prior two budget years’ financial information online until the end of the current budget year.

Commencing July 1, 2010 and on a continuing basis thereafter
- Annual budget
- Annual audited financial statements
- Quarterly financial statements
- Salary schedules or policies pertaining to salaries [C.R.S. 22-44-304 (1)(a)]

Commencing July 1, 2011 and on a continuing basis thereafter
- Accounts payable check registers and credit, debit and purchase card statements [C.R.S. 22-44-304 (1)(b)]

Commencing July 1, 2012 and on a continuing basis thereafter
- Investment performance reports [C.R.S. 22-44-304 (1)(c)]
Annual Budget

The annual budget is the financial plan for the operation of the school system. It provides the framework for both expenditures and revenues for the year and future years and translates into financial terms the educational programs and objectives of the district.

Multi-year budget plan

The superintendent or designee shall develop, subject to annual approval by the Board, a multi-year budget plan that assures the future financial viability of the district and achievement of the district’s objectives and takes into account future revenue, including tax and non-tax revenue, and future increases in operating expenses.

Budget process

Public school budgeting is regulated and controlled by statutes and by requirements of the State Board of Education that prescribes the form of district budgets in order to ensure uniformity throughout the state.

The budget shall be presented in a summary format that is understandable by any layperson. The budget format shall itemize expenditures of the district by fund and by student. It shall describe the expenditure and show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year. When budgeting for any enterprise funds, the district shall use the full accrual basis of accounting.

The budget also shall disclose planned compliance with spending limitations outlined in Article X, Section 20, of the Colorado constitution, including holding TABOR reserve funds in an unrestricted general fund or in cash funds. The superintendent shall be responsible for annual budget preparation, budget presentation and budget administration. As part of the superintendent’s budget responsibility, the superintendent shall cause to be prepared a budget preparation calendar that shall ensure that all deadlines established by law for budget presentation, hearings and adoption and for certification of amounts to be raised by school tax levies are met by the school district. The budget calendar shall take into consideration the possible need to submit a request to raise additional local revenue to a vote by the district’s electorate. The superintendent shall have authority to delegate portions of his or her budget responsibility to the chief financial officer of the district.

The budget prepared and presented by the superintendent shall be consistent with the budget priorities of the Board as established by the Board.

Year-end general fund balance

Maintaining a fiscal year-end general fund balance is a beneficial and sound financial management practice. The Board of Education assigns to the superintendent or designee the responsibility of accumulating and maintaining a general fund balance amounting to 20% of the district’s current fiscal year adopted budget. This amount will be in excess of the emergency reserve required by Article X, Section 20 of the Colorado Constitution (Taxpayer’s Bill of Rights). The 20% year-end general fund balance will be used only for unusual circumstances, which must be communicated in advance to the Board. If any part of the year-end general fund balance is used in any fiscal year to cover an unexpected loss of revenue or an extraordinary expenditure, those funds will be reallocated to fulfill the 25% required year-end general fund balance before any other budget allocations in the subsequent fiscal year, unless the Board of Education approves otherwise.
**Capital Expenditure Allocation**

Beginning with the fiscal year 2009-2010, the Colorado Department of Education no longer required funds to be set aside in a separate Capital Reserve Fund. Any capital expenditures that are planned in budget years after 2009-2010, can be maintained in a separate special revenue fund or can be designated with in the General Fund. Capital-related expenditures are allowed for: (1) acquisition of land, improvements, buildings, equipment, and furnishings and construction of new facilities and additions to existing facilities; (2) alterations and improvements to existing structures; (3) acquisition of school buses and certain other equipment; (4) installment purchase or lease agreements; and (5) software licensing agreements. In order for any expenditure to qualify as a “capital expenditure,” an individual item must cost at least $1,000 and any given project must cost at least $2,500.

Since the Board of Education believes maintaining capital assets is important and vital, the Board has elected to account for any allocate capital expenditures within the General Fund in designated capital expenditure line items. As a result, in each budget year commencing with the 2011-2012 the Board will set aside capital expenditures funds in these designated line items. The Colorado Department of Education no longer requires school districts to allocate a minimum of $292 per student for capital related expenditures or insurance needs. Consequently, the Board may determine the amount of funding that it desires to set aside for capital related expenditures. In order to ensure these funds are available for only capital related expenditures, no changes to these designated line may be made after the Board approves and adopts the fiscal without the approval of the Board.

Adopted by the Board: December 14, 1994
Revised by the Board and recoded: December, 2005
Revised by the Board: May 24, 2011

**LEGAL REFS.:**
- C.RS. 22-7-205 and 207 (school level accountability committee recommendations)
- C.RS. 22-32-109 (1)(b)
- C.RS. 22-44-101 through 117 (school district budget law, Board shall cause a proposed budget to be prepared and shall adopt a budget for each fiscal year)
- C. RS. 29-1-103 (3) (budget to reflect lease-purchase payment obligations)

**CROSS REFS.:**
- Administration policies:
  - DB subcodes, (all relate to the budget)

**Board policies:**
- EL-4; Communication and Counsel to the Board
- EL-5, Commitment to Accomplishment and Accountability
- EL-15, Budgeting
- EL-16, Financial Administration
Budget Adoption Process

Following consideration of the budget proposal presented by the administration, the Board shall approve a proposed budget.

Within 10 days of submission of a proposed budget to the Board, a notice shall be published in a newspaper having general circulation within the school district that:

1. The proposed budget is available for inspection by the public at the central administrative office during business hours.

2. The Board will consider the adoption of the proposed budget at a hearing to be held at the date, time and place specified in the notice.

3. Any interested taxpayer may inspect the proposed budget and file or register any objections thereto at any time prior to final adoption of the budget by the Board.

At the budget hearing specified in the notice, the Board will present and explain the proposed budget, inviting questions and discussion from the audience. If the budget is to be adopted at a future meeting, the date, time and place of such meeting shall be entered in the minutes of the hearing.

The Board shall officially adopt the budget and an accompanying appropriations resolution prior to the end of the fiscal year.

After adoption of the budget, the Board may review and change the budget with respect to both revenues and expenditures at any time prior to October 15 of the fiscal year for which adopted. After October 15 the Board shall not review or change the budget except as otherwise authorized by state law including declaration of a fiscal emergency.

If money for a specific purpose other than ad valorem taxes becomes available to meet a contingency after October 15, the Board may adopt a supplemental budget for expenditures not to exceed that amount.

If the district is authorized to raise and expend additional local property tax revenues at an election, the Board may adopt a supplemental budget and appropriation resolution to cover the remainder of the fiscal year following the election based on the additional dollar amount authorized.

Adopted : December, 2005

LEGAL REFS.: See citations on policy coded DBG-E
C.R.S. 22-7-105
C.R.S. 22-44-103
C.R.S. 22-44-107 through 111
C.R.S. 22-44-115
C.R.S. 22-44-115.5

CROSS REFS.:

Board policies:
EL-4, Communication and Counsel to the Board
EL-5, Commitment to Accomplishment and Accountability
EL-15, Budgeting
EL-16, Financial Administration
EL-17, Asset Protection
Banking Services
(And Deposit of Funds)

The chief financial officer has been delegated the responsibility for receiving and properly accounting for all district funds. Ultimate responsibility, however, lies with the superintendent of schools in accordance with Board policy.

All revenue received by the school district shall be deposited in an official bank or banks or savings and loan institutions as designated by the district and a policy of central cash management for these funds will be followed. Such financial institution must qualify as an eligible public depository in accordance with state law.

When moneys are withdrawn from the custody of the county treasurer, such withdrawn moneys and all other moneys belonging to the district (including moneys derived from state and federal sources, food services, rents, damage deposits, school activities and miscellaneous income) shall be deposited by the chief financial officer as the district’s official custodian, to the credit of the district in a depository designated by the district.

The chief financial officer shall comply with all requirements of state law regarding the deposit of district funds.

All checks drawn on district funds, except checks drawn on activity accounts maintained at the district office and the Employee Benefit Trust, shall require the signatures of the president and treasurer of the Board. The activity funds controlled at the district office shall require the live signatures of both the superintendent and the chief financial officer. The superintendent or designee is authorized to affix facsimile signatures of Board officers. In most instances, this shall be the responsibility of the chief financial officer.

All funds received and/or disbursed by any agency or employee of the district shall be accounted for carefully and accurately, shall conform to good accounting practices and shall be done in a manner that is easily reviewed and lends itself to auditing.

Bond redemption fund

Revenues from a tax levy for the purposes of satisfying bonded indebtedness obligations shall be administered by a commercial bank or depository trust company located in Colorado or placed in an escrow account in accordance with the requirements set forth in state law.
Safety deposit box

The district shall maintain a safety deposit box at a designated depository. The superintendent, chief financial officer and a Board member designated by the Board shall be official custodians of the safety deposit box.

Adopted by the Board: December 14, 1994
Revised: December, 2005

LEGAL REFS.: C.R.S. 11-10.5-101 et seq. (relates to deposits of public funds in banks)
C.R.S. 11-47-101 et seq. (relates to deposits of public funds in savings and loan institutions)
C.R.S. 22-32-104 (4)(c)
C.R.S. 22-32-107 (3),(4),(6)
C.R.S. 22-32-109 (1)(g)
C.R.S. 22-32-110 (1)(x)
C.R.S. 22-40-104 (relates to county treasurer)
C.R.S. 22-40-105
C.R.S. 22-45-103 (bond redemption fund trustee or escrow requirement)
C.R.S. 22-45-104 (relates to collection and deposit of fees and fines)
Bonded Employees and Officers

All school district employees who are responsible for district moneys or who may have more than %50 from such funds in their custody shall be bonded under a group fidelity bond in individual amounts of %10,000.

The treasurer of the Board of Education and any custodian of moneys authorized and appointed by the Board or superintendent shall, as required by Colorado statute, be individually bonded. This bond shall be in an amount not less than %10,000.

The cost of bonding shall be borne by the Trinidad School District.

Adopted by the Board: December 14, 1994
Revised: December, 2005

LEGAL REFS.: C.R.S. 22-32-104 (4)(b),(c)
C.R.S. 22-32-109 (1)(h)
C.R.S. 22-32-121 (3)
Inventories

The superintendent shall cause an up-to-date, annual inventory to be maintained of the district’s real and personal property. Items with an original purchase value of at least 50.00 shall be inventoried. Equipment permanently fixed in a building such as heaters or lockers shall not be inventoried.

Adopted by the Board: December 14, 1994
Revised: December, 2005

LEGAL REF.: C.R.S. 29-1-506 (1)
Inventories

Each building principal shall cause an inventory to be maintained in his or her office of all building equipment with an original purchase value of $50.00 or more. This inventory shall be updated annually during the month of June and shall identify the following for each piece of equipment listed:

1. Title/name of the piece of equipment
2. Purpose
3. Location
4. Condition
5. Original purchase price

Approved: December 14, 1994
Revised: December, 2005
Annual Audit

In accordance with state law, all funds and accounts of the district shall be audited annually, following the close of the fiscal year.

The district shall issue a request for proposal (RFP) or use some other similar process for selection of an independent auditor licensed to practice in Colorado and knowledgeable in government accounting to conduct the audit. The independent auditor also shall audit the activities accounts of the district.

The audit report shall contain among other information:

1. Financial statements prepared insofar as possible in conformity with generally accepted governmental accounting principles. (The financial statements are the representation of the district whether prepared by the district or by the auditor.)

2. Disclosures in accordance with the Financial Policies and Procedures Handbook. The supplemental schedules of receipts and expenditures for each fund shall be in the format prescribed by the State Board of Education and shall be in agreement with the audited financial statements of the district.

3. All funds and activities of the school district.

4. A budget to actual comparison for each fund and activity.

5. The auditor's opinion on the financial statements. If the opinion is anything other than unqualified, the reason must be explained. The opinion shall include general fixed assets.


7. A supplemental listing of all investments held by the district at the date of the financial statement.

8. A calculation of the school district's fiscal year spending in accordance with the state constitution.

The auditor shall meet with district officials to discuss the audit report, make recommendations concerning its accounting records, procedures and related activities as may appear necessary or desirable and shall perform such other related services as may be requested by the district.
The audit report shall be completed and submitted by the auditor to the school district within five months after the close of the fiscal year unless a request for an extension of time is granted by the state auditor. Within 30 days after the district receives the audit, it shall be submitted to the state auditor and the state commissioner of education.

The district reserves the right to request an audit at more frequent intervals if desired.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-32-109 (1)(k)
            C.R.S. 24-75-601.3
            C.R.S. 29-1-601 et seq.

CROSS REFS.:  
   Board policies:
       EL-4, Communication and Counsel to the Board
       EL-5, Commitment to Accomplishment and Accountability
       EL-15, Budgeting
       EL-16, Financial Administration
       EL-17, Asset Protection
Purchasing/Purchasing Authority

Pursuant to Board policy, the superintendent is authorized to purchase supplies, materials, equipment and other items or services necessary and appropriate for the operation of the district consistent with the Board adopted budget and appropriated funds. Any single purchase greater than $5,000 requires Board approval.

The superintendent will use a competitive bidding procedure for all contracted services, except professional services, and for all purchases of supplies, materials and equipment in the amount of $5,000 or more. In addition, the superintendent shall not make any purchase:

1. Wherein normally prudent protection has not been given against conflict of interest,
2. Without having obtained comparative prices based on similar quality,
3. Without considering a balance between long-term quality and cost,
4. Without giving local vendors proactive due consideration and preference whenever possible.

Procedures are to be established which assure that the purchases are appropriate and that funds are available before purchases are authorized.

District personnel shall not use district bids or purchase orders to obtain materials, equipment or services for their personal benefit. Should there not be mutual agreement between the initiator of the purchase request and the business office as to the propriety of any purchase request, the matter shall be referred to the superintendent.

When making purchases, consideration shall be given to the price as well as other factors such as timely delivery, warranty, quality of the product and such other factors as the district, in its sole discretion, deems appropriate.

All purchasing transactions shall be completed through an authorized, properly-signed purchase order.

Adopted by the Board: December 14, 1994
Revised by the Board: December, 2005
Revised by the Board: March, 2011
Revised by the Board: September, 2011
Revised by the Board: January 29, 2013
Revised by the Board: December 14, 2014
LEGAL REF.: C.R.S. 22-32-109 (1)(b)
Purchasing/Purchasing Authority

Purchase requests for materials and services must be initiated, utilizing a purchase order, by the administrator who has the responsibility for budgetary control of the account to be charged. By so doing, the administrator accepts the responsibility that the materials or services are necessary and appropriate for their intended use and that adequate funds are available for the purchase.

The business office has the responsibility for reviewing the availability of funds, and the correctness and completeness of the purchase order request. The business office may seek further clarification as to the necessity or appropriateness of the material or service requested. The district business office shall have responsibility for obtaining competitive quotations or bids for the material or services requested, as directed by the superintendent in accordance with Board and district policies. Cooperative purchasing with other school districts or governmental agencies is encouraged. Quantity purchasing when appropriate should be considered when purchasing.

A district administrator will complete the purchase order request for supplies, books, equipment, material and/or work to be done. The purchase order will be completed in detail, and the name of the supplier or contractor, catalogue numbers, copyright dates, etc. will be recorded. If the item is not part of an approved budget or if it is a large or unusual expenditure, then justification and need for the requested item should be explained on a piece of paper attached to the form.

The purchase order will then be forwarded to the business office and a purchase order number and account number verification will be affixed. The form then will be signed to indicate that funds are available for the purchase. The chief financial officer will then forward the purchase order request to the superintendent for signature and final approval. The chief financial officer will then process copies of the approved purchase order which will be routed as follows:

1. One copy to accompany the official order form.

2. One copy to the chief financial officer.

3. Two copies to the administrator initiating the purchase request.

Once materials are received, the administrator initiating the purchase request will attach the packing slips to a copy of the purchase order request and return the request to the chief financial officer for payment.

With the exception of student activities and food services accounts, no purchases will be made by individual school personnel unless accompanied by an approved purchase order or as authorized by the superintendent.

Approved: December 14, 1994
Revised: December, 2005
Cash in School Buildings

Moneys collected by school employees shall be handled according to good and prudent accounting procedures. All moneys collected shall be receipted, accounted for and directed without delay to the proper location of deposit.

In no case shall moneys be left overnight in schools except in safes provided for storing valuables.

The superintendent shall develop procedures for the daily collection and depositing of moneys.

Adopted by the Board: December 14, 1994
Revised: December, 2005
Vendor Relations

No favoritism shall be extended to any vendor. All employees of the district must exercise sound judgment in avoiding conflicts of interest or the appearance of impropriety in dealing with vendors. Gifts or gratuities of other than nominal value or which might obligate a district employee in any manner shall be politely and firmly refused.

Any vendor or bidder who offers items in excess or in violation of the spirit of this policy may be disqualified indefinitely.

No person officially connected with or employed in the public schools shall be an agent or be in any way pecuniary or beneficially interested in or receive any compensation or reward of any kind from any vendor for the sale of supplies, material, equipment or services to the district without the express prior written consent of the Board of Education.

Adopted by the Board: October 1976
Revised by the Board: December 14, 1994
Revised: December, 2005

LEGAL REF.: C.R.S. 24-18-104

CROSS REFS.:  

Administration policies:  
- GBEB, Staff Conduct (And Responsibilities)  
- GBEB, Gifts to and Solicitations by Staff

Board policies:  
- GP-9, Board Member Code of Conduct  
- EL-12, Staff Treatment
Payday Schedules

All employees shall be paid on or near the 15th of each month and the last day of each month.

Prior to July 1 of each year, the superintendent shall post a notice outlining payroll dates. Such notice shall be placed on the adopted school calendar.

Adopted by the Board: December 14, 1994
Revised by the Board December, 2005

CROSS REF.:
  * Administration policy:
    * IC/ICA, School Year/School Calendar/Instruction Time
Expense Authorization/Reimbursement

The district encourages personnel to attend district, state and regional meetings as a means of upgrading the instructional programs and to assist personnel in remaining current with contemporary and educational thought and practice. All such attendance for school personnel must be approved in advance of the employee’s attendance and all expenditures for such attendance shall be subject to the following conditions:

**Travel preparation**

When possible, an employee’s attendance at a conference, meeting, etc., for which he or she expects to receive reimbursement for any expenses incurred, the employee must complete the form entitled *Out of Town Travel Expense Report* and have it routed and approved.

**Travel allowances**

Any employee required or authorized to travel on official business shall be compensated on the basis of miles driven and/or other expenses incurred. Mileage shall be calculated to and from the employee’s normal place of employment. Reimbursements for expenses shall be paid following the completion of the trip.

When authorized, employees shall be reimbursed for the following expenditures:

1. **Lodging.** Up to a cost of $125 per night. (If a cheaper room is available, it will be pursued.) If the cost to the district exceeds $125 per night, advanced approval must be obtained. In the case where an employee is staying at the hotel/motel where the conference is being held, prior approval shall not be required if the amount is over $125 per night.

2. **Meals.** Meals will be reimbursed at a cost of $45 per day and deemed not to be excessive based on geographical and economic conditions of the city of conference. For any amount over $45 the employee will bring receipts to justify the overage.

   In the case where meals are a part of the registration fee, an employee will be reimbursed only for the meals that are not part of that fee.

3. **Transportation.** Personal car mileage will be reimbursed at a rate of 40 cents per mile. In all instances, both inside and outside of the district, car-pooling will be required when possible. District-owned vehicles will be used when available and practical. Coach airfare shall be the basis for air travel reimbursement.
4. **Miscellaneous expenses.** Miscellaneous items such as parking and baggage handling shall also be reimbursed only if documentation is provided.

Adopted by the Board: December 1990
Revised by the Board: July 2002
Revised by the Board: September, 2008
Revised by the Board: September, 2011

LEGAL REF.: C.R.S. 24-18-104 (3)(d),(e)
School Properties Disposition

The Board may sell, convey, dispose or lease district property which as been determined to be obsolete, surplus, non-salvageable or having limited or no future value to the district.

Definitions

1. Obsolete – that which is no longer acceptable or useable in relation to program or equipment standards.
2. Surplus – that which is in excess of immediate and/or foreseeable needs.
3. Non-salvageable – that which cannot be economically repaired, has little or no economic value, and has no immediate or foreseeable use.

Real estate property

The Board may sell property at private sales, public auctions or by sealed bids. Notice of such sales shall be published in accordance with this policy.

Other property having a value of less than %300, as determined by the superintendent or designee, may be disposed of as deemed applicable.

Leases

The Board may negotiate the leasing of property not immediately needed for district purposes for terms and conditions as allowable by state law.

Such leases may contain an option to purchase, in which case the provisions regarding real estate property shall apply.

Notice

Whenever publication of a notice is required by this policy with regard to the sale or lease of district property, real or otherwise, such notice shall:

1. Identify the property to be sold or leased.
2. Specify the date and time at which the sale will be held or by which bids will be received.
3. Indicate that the district reserves the right to refuse all offers.
4. Contain such other terms and conditions attached to the transaction as the district deems appropriate.

At a minimum of seven days prior to the proposed sale or bid opening, such notice shall be published in a newspaper of general circulation in the district at least once.
Adopted by the Board: December 14, 1994
Revised by the Board  December, 2005

CROSS REF.:

*Board policy:*

EL-17, Asset Protection
Hazardous Materials

The district recognizes its responsibility to take reasonable steps to ensure an environment which is reasonably secure from known hazards. There are many areas of the school operation, from science laboratories and art departments to custodial services and vehicle maintenance, which use a variety of materials that are hazardous.

Hazardous materials include any substance or mixture of substances that poses a fire, explosive, reactive or health hazard as more fully defined by law.

The superintendent has created procedures which address the purchase, storage, handling, transportation and disposal of hazardous materials for all school facilities and operations including instructional areas. Emergency response actions and evacuation plans shall be coordinated with the procedures.

The procedures shall comply with all local, state and federal laws and regulations which pertain to the safe and proper storage, transportation and disposal of hazardous materials.

The goal of the procedures shall be to set into place an ongoing process by which each location in the district may begin a program of identifying and managing potentially hazardous materials. District personnel shall be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize the quantities of such substances stored on school property.

Appropriate school personnel shall be trained to take precautions to prevent accidents and to handle them in the event they do occur.

It is not the intent of the district to expand or modify the district’s potential liability exposure through the adoption of this policy. The district’s voluntary compliance with any statute or regulation to which it is not otherwise subject shall not be construed to create or assume any potential liability under any local, state or federal law or regulation.

Adopted by the Board: December, 2005

49 U.S.C. 1801 (Hazardous Materials Transportation Act)
C.R.S. 13-21-108.5 (persons rendering assistance relating to discharge of hazardous materials immune from civil liability)
C. R. S. 24-10-106.5  *(duty of care in Colorado Governmental Immunity Act)*
C.R.S. 25-15-101  *et seq.* *(state hazardous waste management program)*
C.R.S. 29-22-101  *et seq.* *(hazardous substance incidents)*
C.R.S. 42-4-228 *(vehicles transporting explosive or hazardous materials)*
C.R.S. 42-4-234 *(3)*

CCR 1007-3, Part 261 *(identification and listing of hazardous waste)*
8 CCR 1507-1 *(operation of commercial vehicles and transportation of hazardous materials)*

**CROSS REFS.:**
*Administration policy:*
  EBCA, Disaster Plans

*Board policies:*
  EL-1, Global Executive Constraint
  EL-4, Communication and Counsel to the Board
  EL-11, School Safety
Hazardous Materials

1. **Hazardous materials program supervisor**

   Overall supervision of the operation of all hazardous materials policies and procedures within the district will be the responsibility of the director of facilities and maintenance who will serve as the hazardous materials program supervisor, referred to throughout these procedures as the $supervisor.$

   At each location, a district employee will be designated as the local hazardous materials coordinator, referred to throughout these procedures as the $coordinator.$ At each location, there also will be an alternate district employee designated as a backup to the coordinator.

   The coordinator will be responsible for all aspects of dealing with hazardous materials at the location and will comply with all district policies and procedures and local, state and federal laws and regulations dealing with hazardous materials. The coordinator also will be responsible for reporting any violations in the district's hazardous materials policy or procedures simultaneously to the supervisor and the building/location administrator.

2. **Initial inventory and material identification**

   The supervisor will cause an initial inventory of all hazardous materials to be completed throughout the district to identify potentially hazardous substances. The supervisor will designate a qualified district employee to conduct the inventory of hazardous materials at each location with the assistance of the supervisor and the location/building administrator or a designee. This person also will coordinate the identification of hazardous materials.

   The party conducting the inventory will work with and provide training in the proper process of identifying hazardous materials to at least one designated district employee at each location (either the coordinator or an individual directly in charge of any of the hazardous materials storage/use areas).

   At the direction of the coordinator, these trained employees will conduct all future inventories.

   The coordinator will arrange for the identification of any unknown suspected hazardous substance through the supervisor.
3. **Tracking, inventory and material safety data sheets**

   Each coordinator will be responsible for logging in the receipt of all hazardous materials received at that location. The coordinator will track and keep complete written records of the storage, use and ultimate disposition of the hazardous materials. On or before July 1 of each year, the coordinator will provide a copy of the current inventory log and record of disposition of all hazardous materials to the supervisor.

   The supervisor will maintain a copy of each location's inventory and documentation of all hazardous materials. This information may be released to appropriate police, fire and emergency service authorities.

   The supervisor will be responsible for establishing and maintaining the material safety data sheets (MSDS) system for the district.

   Each operation and location will maintain a set of MSDS in its area for all hazardous materials with which it has contact. These MSDS will be available for review and use by every district employee. The MSDS also will be available for inspection by appropriate police, fire, health and emergency service authorities.

   The purchasing department and the warehouse each will maintain a set of MSDS for all hazardous materials with which they have had contact.

4. **Purchase of hazardous materials**

   In addition to following the district's regular purchasing procedures, an employee may purchase hazardous materials only with the approval of the coordinator for use at a specific location. The purchasing department will not process any purchase order which does not include the appropriate approval.

   The supervisor, the purchasing department and the warehouse will maintain a list of prohibited hazardous materials which will be updated at least once a year.

   Hazardous materials will not be purchased through any mechanism other than a purchase order through the purchasing department unless the following conditions are fulfilled:

   a. The requester secures the prior written approval of the supervisor.

   b. The requester provides written notice of the purchase along with copies of all supporting documents including MSDS and the reason for the purchase to the supervisor, the location/building administrator and the supervisor of purchasing.
All purchase orders for hazardous materials will include a requirement that the shipment of any such materials includes MSDS with any order or portion of the order. Purchase orders also will note that failure to provide MSDS with the shipment may result in either the district's refusing to accept the shipment or the district's conditionally accepting the shipment and refusing to pay for it until the MSDS are provided.

Any unapproved purchase of hazardous materials is beyond the course and scope of the district employee's authority and is forbidden. Such a purchase may be grounds for termination.

The above procedures also will apply to the acceptance of donated hazardous materials.

5. **Storage, recycling or transfer of hazardous materials**

The supervisor will designate an area or areas for storage of:

a. Materials which might become or are hazardous materials.

b. Hazardous materials which have been declared waste and are being held for disposal.

The supervisor may designate storage areas at each location if appropriate as well as a central district storage site.

When a coordinator has a material which qualifies as hazardous material at that location and which may require disposal, the coordinator will contact the supervisor to arrange for storage, transfer or disposal as appropriate. Materials no longer needed at one location may be available for transfer within the district to other programs or locations.

When materials are not needed by a district location, operation or program, the materials may be declared as waste. Only the supervisor will be authorized to declare a hazardous material as waste.

Storage of hazardous materials will be in compliance with federal, state and local law. All hazardous materials will be separated according to physical properties and stored safely in storage areas appropriate to the risk posed by the materials. For example, volatile substances such as petroleum distillates will be stored in approved safety cabinets. Where appropriate, storage cabinets may be locked and access to students or non-authorized staff limited.
All containers for hazardous materials will be labeled to show date of receipt by the district, shelf life and expiration date. Where space permits, materials will be stored so that the oldest materials are used first (first in-first out).

Transfer of hazardous materials within the district will be accomplished in compliance with Section 7 of these procedures.

6. **Disposal of hazardous materials**

When a coordinator or a location/building administrator believes that the location has materials which may qualify as hazardous for which there is no immediate need for program or operation requirements or which may need to be disposed of, the supervisor will be contacted. Only the supervisor will be authorized to declare materials to be waste, excess or surplus and to order their disposal.

When materials are determined to be ready for disposal, the supervisor will arrange for disposal in a manner that complies with all local, state and federal laws and regulations.

Federal and state laws and regulations provide exemptions from certain regulatory requirements for small quantity generators, i.e., those entities or locations that generate waste in amounts below statutory or regulatory threshold amounts. Disposal determinations should preserve small quantity generator status for each location and for any central storage area.

The supervisor will maintain written documentation of the disposal of hazardous materials from all locations in the district. This documentation will be retained in permanent form at one additional location.

7. **Transportation of hazardous materials**

Transportation of hazardous materials will meet all local, state and federal requirements and will be coordinated by the supervisor.

Federal regulation of the transportation of hazardous materials is extensive, complex, requires significant insurance protection, and involves specialized training of staff and special equipment. Because the district cannot meet these requirements economically with current staff, equipment and training, the district will arrange for qualified third parties to transport any hazardous waste or hazardous materials outside the state.

Once a hazardous material is under district control, each location controlling the material will be responsible for the material until it is passed to the control of another district location. The supervisor will verify that the transportation
used meets all district, local, state and federal transportation, financial responsibility and insurance requirements.

Unless specific written approval is received by a district employee from the supervisor, no district employee or volunteer will transport hazardous materials owned by or attributed to the district in a personal automobile.

Subject to the same requirement, no student will be permitted by any district employee or volunteer to transport hazardous materials owned by or attributed to the district in any vehicle, including district vehicles.

Any unauthorized transportation of hazardous materials is beyond the course and scope of the district employee's or volunteer's authority and is forbidden.

8. **Emergency response plan**

The supervisor will develop an emergency response plan that will enable any district employee aware of any incident involving hazardous material to take appropriate action to protect students, staff, the general public and district property.

This plan will comply with all applicable laws and regulations and will be coordinated with the district and the location evacuation plans.

In addition, a plan to handle spills and leaks will be developed for each location for all hazardous materials at the location. The plan will address immediate emergency procedures, required notification and clean-up procedure and will comply with all applicable laws and regulations. All information regarding a hazardous materials incident will be released to the media or the public only by the district's communication officer, the superintendent or their designee. No other district employee is authorized to release information regarding any such incident.

The supervisor will coordinate with the district's legal counsel and the superintendent's office any notification or reports to local, state and federal authorities as well as the district's appropriate insurance/risk management representative.

9. **Evacuation plan**
An evacuation plan will be developed and implemented for each location. In developing the evacuation plan, consideration will be given to the location and the types of hazardous materials present at the location.

An evacuation drill will be held at least once each calendar year at each location. Where possible, this plan will be coordinated with existing fire drills, bomb threat evacuation plans and tornado drills and may be conducted in conjunction with any of these other drills. Written records of the drill will be maintained by each location.

As appropriate for the location, copies of the evacuation plan will be posted within the buildings. Copies of the evacuation plan will be maintained by the coordinator, the location/building administrator, the supervisor and any other designated person approved by any of the above-named persons.

Where practical, the evacuation plan will be coordinated with the fire department, police department and the district’s transportation department.

10. Training of staff and students

The coordinators, administrators, staff members handling hazardous materials and school nurses/health paraprofessionals will receive training in responding to hazardous materials emergency incidents.

When hazardous materials are used in the classroom, both staff and students will be trained in the handling, storage and use techniques appropriate to the materials used as part of the curriculum. The staff also will be instructed in emergency procedures, including evacuation, appropriate to the materials.

Approved by the Board: December, 2005

CROSS REFS.:
Administration policy:
EBCA, Disaster Plans

Board policies:
EL-1, Global Executive Constraint
EL-4, Communication and Counsel to the Board
EL-11, School Safety
Prevention of Disease/Infection Transmission
(Handling Body Fluids and Substances)

All schools shall provide a sanitary environment and shall establish routines, recommended by appropriate health professionals, for handling body fluids.

All school district personnel shall be advised of and follow routine procedures regarding handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons potentially exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices developed in consultation with medical personnel. No distinction shall be made between body fluids from individuals with a known disease and individuals without symptoms or with an undiagnosed disease.

The procedures shall be published as school district regulations and distributed to all staff on a regular basis. Training and appropriate supplies shall be available to all personnel including those involved in transportation and custodial services.

In addition to ensuring that these health and safety practices are carried out on a district-wide basis, special emphasis shall be placed in those areas of school district operation that potentially present a greater need for these precautions. Under no circumstances shall students be directed or knowingly be allowed to handle body fluids other than their own.

Adopted by the Board: December, 2005

CROSS REFS.:
  Administration policies:
   GBGA, Staff Health
   JLCC, Communicable/Infectious Diseases
   JLCCA, Students with HIV/AIDS
   JLCE, First Aid and Emergency Medical Care

  Board policies:
   EL-1, Global Executive Constraint
   EL-4, Communication and Counsel to the Board
   EL-11, School Safety
Prevention of Disease/Infection Transmission  
(Handling Body Fluids and Substances)

The body fluids and substances of all persons should be considered to contain potentially infectious agents. No distinction may be made between body fluids and substances from individuals with a known disease or infection and those from asymptomatic or undiagnosed individuals. Body fluids and substances include blood, semen, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions (e.g., nasal discharge) and saliva.

The following infection control practices shall be followed by all school district personnel in all situations involving potential contact with any body fluids and substances:

1. Wear gloves when it is likely that hands will be in contact with body fluids or substances (blood, urine, feces, wound drainage, oral secretions, sputum or vomitus). When possible, wear gloves while holding bloody noses and dealing with cuts that are bleeding heavily. Gloves should be kept in emergency response kits and be readily accessible at sites where students seek assistance for bloody noses or injuries.
   a. If gloves are not available, the use of towels or some other clean material as a barrier may provide some protection.
   b. Cuts and sores on your skin should be routinely covered to avoid infection.
   c. When possible, have students wash off their own cuts and abrasions. After cuts are washed with soap and water, they should be covered with Band-Aids or bandages of the appropriate size. Where possible, students should be taught to hold their own bloody noses.

2. When possible, pocket facemasks should be used for mouth-to-mouth resuscitation.

3. Wash hands often and well, paying particular attention to areas around and under fingernails and between fingers.

4. Clean up as soon as possible after any skin contact with any body fluid or substance.
   a. Wash skin with soap and water.
   b. Wash contaminated surfaces and non-disposable items with standard disinfectant. Use aerosol germicide cleaner.
   c. Wash contaminated clothing and linen in detergent with hot water.
   d. Contaminated tissues, paper towels and other disposable items should be placed in plastic bags before being discarded.
Use individual judgment in determining when barriers are needed for unpredictable situations. It is strongly recommended that barriers be used when contact with body fluids or substances is anticipated.

Although HIV (human immuno-deficiency virus)/AIDS (acquired immune deficiency syndrome) has received a great deal of attention, there are other diseases more communicable than HIV/AIDS of which staff members also should be aware. The following page includes a table listing communicable diseases and body substance sources of infection.

1. It is extremely difficult to be infected with HIV/AIDS. Exposure of blood to intact skin is a highly unlikely way of being infected with HIV/AIDS.

2. HIV/AIDS is transmitted by getting blood, semen or vaginal secretions into the bloodstream of a non-infected person.

3. Other body substances (saliva, tears, urine or feces) have extremely small, if any, levels of virus.

4. There have been no documented cases of HIV/AIDS transmitted by mouth-to-mouth resuscitation.

5. HIV is easily destroyed by common disinfectants.

TRANSMISSION CONCERNS–BODY SUBSTANCE SOURCES OF INFECTIOUS AGENTS

<table>
<thead>
<tr>
<th>Body Substance Source</th>
<th>Organism of concern</th>
<th>Transmission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– cuts/abrasions</td>
<td>Hepatitis B virus</td>
<td>Bloodstream inoculation through cuts and abrasions on hands</td>
</tr>
<tr>
<td>– nose bleeds</td>
<td>HIV/AIDS</td>
<td>Direct blood stream inoculation</td>
</tr>
<tr>
<td>– menses</td>
<td>Cytomegalovirus</td>
<td></td>
</tr>
<tr>
<td>– contaminated needle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Feces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– incontinence</td>
<td>Hepatitis A virus</td>
<td>** Oral inoculation from contaminated hands</td>
</tr>
<tr>
<td></td>
<td>Salmonella bacteria</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shigella bacteria</td>
<td></td>
</tr>
<tr>
<td>*Respiratory secretions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– saliva</td>
<td>Common cold virus</td>
<td>** Oral inoculation from contaminated hands</td>
</tr>
<tr>
<td></td>
<td>Influenza virus</td>
<td></td>
</tr>
<tr>
<td>– nasal discharge</td>
<td>Epstein-Barr virus</td>
<td></td>
</tr>
<tr>
<td>*Vomitus</td>
<td>Gastrointestinal viruses (e.g., Norwalk virus)</td>
<td>** Oral inoculation from contaminated hands</td>
</tr>
<tr>
<td>*Urine – incontinence</td>
<td>*** Cytomegalovirus</td>
<td>Bloodstream inoculation through cuts and abrasions on hands</td>
</tr>
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<td>----------------------</td>
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<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Semen/vaginal fluids</td>
<td>Hepatitis B virus</td>
<td>Sexual contact (intercourse)</td>
</tr>
<tr>
<td></td>
<td>HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gonococcus bacteria</td>
<td></td>
</tr>
</tbody>
</table>

* There are no reported cases of HIV/AIDS suspected of having been transmitted by these sources. Wear gloves when exposed to body secretions, especially blood, urine or feces.

** HAND WASHING IS VERY IMPORTANT**

***These agents cause mononucleosis-like illness.

Approved by the Board: December, 2005
Accident Reports

Adequate and prompt accident reporting is essential if similar accidents are to be prevented from happening again. If there are injuries or property damage, prompt reports also are vital in assuring the district staff, students and others of insurance coverage. Such reports may be important in the event of litigation.

The district requires that an accident report be filed on every accident that takes place on school property or that involves a school vehicle, students or staff on school-sponsored trips, including staff members on authorized school business trips. Such reports are required whether or not there are any immediately evident injuries or damage to property.

All district employees immediately shall report any accident or injury occurring on school property to their immediate supervisors. The facility supervisor or administrator shall forward all reports of accidents or injuries in writing to the superintendent.

The superintendent shall establish procedures for filing accident reports including details that:

1. Might be helpful in preventing similar accidents in the future
2. Are needed for filing insurance claims
3. Might be important in case of litigation

Adopted by the Board: March 1995
Revised by the Board: December, 2005

CROSS REFS.:  
Board policies:
   EL-1, Global Executive Constraint  
   EL-4, Communication and Counsel to the Board  
   EL-11, School Safety
Disaster Plans

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff should a threat to safety arise from fire or other causes. It also strengthens the morale of all concerned to know that preparedness plans exist and that students and staff have been trained in carrying them out.

Therefore, the superintendent shall be responsible for developing plans that meet state and local requirements for preparedness in case of fire, civil emergencies, tornadoes and other natural disasters.

Adopted by the Board: December, 2005

CROSS REFS.:

Administration policy:
EBAB, Hazardous Materials

Board policies:
EL-1, Global Executive Constraint
EL-4, Communication and Counsel to the Board
EL-11, School Safety
School Closings and Cancellations

The superintendent shall be responsible for implementing a procedure for the closing of school due to an emergency.

Parents, students and staff members shall be informed early in each school year as to how they shall be notified in event of emergency closings or early dismissals.

In the event that schools are closed due to an emergency such as inclement weather, school personnel providing services which are not considered essential for the physical operations of the plant need not report to work. The determination as to which personnel provide essential services shall be made by the attendance center administration.

The superintendent shall notify the Board of Education of any school closures at the subsequent Board meeting.

Adopted by the Board: October 1976
Revised by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-1-112 (school year and national holidays)
C.R.S. 22-32-109 (1)(n) (Boards duty to determine number of instructional/ contact hours/days)
C.R.S. 22-33-101 et seq. (school attendance law)
1 CCR 301-39, Rules 2254-R-2.06 (Board may reduce teacher-pupil instructional/contact time; closings deemed by Board necessary for health, safety or welfare of pupils)

CROSS REFS.: Administration policy:
IC/ICA, School Year/School Calendar/Instruction Time

Board policy:
EL-4, Communication and Counsel to the Board
School Closings and Cancellations

No school/delayed school procedure

In the event that school is called off or the start of school is delayed before the beginning of the school day, the superintendent or designee will contact the following, if at all possible, prior to 6:15 a.m.:

1. Radio station KCRT
2. Fleet transportation director
3. Principals
4. City dispatcher

Each principal and the fleet transportation director will provide for a calling tree so that all district employees will be contacted and notified that school will not be in session or will be delayed.

Full closure of schools prior to the start of the school day

If the decision to close schools due to inclement weather is made prior to the normal school opening time, personnel providing services which are not considered essential for the physical operations of the school plant need not report to work. The determination as to which personnel provide essential services shall be made by the attendance center administrator. If the full closure is for other than inclement weather, all employees will report for work at the normal starting time unless directed otherwise by their immediate supervisors.

Late start schedule

1. If weather or other emergency conditions are severe but not serious enough to close schools, the superintendent may announce a late start schedule for the opening of schools.

2. All employees are required to report to work in accordance with the announced later starting time.

3. In spite of the late start schedule, custodial and maintenance personnel may be required to report to work at their normal time as determined by their immediate supervisor.

Early dismissal schedule

1. If the weather or other emergency conditions are serious enough to close schools prior to the end of the school day, employees will remain on duty until dismissed by their immediate supervisors.

2. The building principal shall develop a procedure as to how students will be dismissed.
Reporting employee absences

In the event of school closure, employee absences will be handled as follows:

1. If the closure is made prior to the start of the workday, employees will not be charged with an absence and there will be no need to report any employee absences.

2. If the closure is made after the start of the workday, regardless of the reason for the closure, employees who are absent that day will be charged for a full day's absence.

Approved: March 1995
Revised by the Board: December, 2005
Buildings/Grounds/Property Management

The district shall maintain school properties in good physical condition in compliance with State Department of Health standards. School properties shall be as safe, clean, sanitary, comfortable and convenient as the facilities will permit or the use requires.

The superintendent shall have the general responsibility for the care, custody and safekeeping of all school property and shall establish such procedures and employ such means as may be necessary to discharge this responsibility.

At the building level, the principal shall be responsible for overseeing the school plant and for the proper care of school property by the staff and students.

Buildings-maintenance/repair/upkeep

The district expects custodial personnel to clean the buildings to which they are assigned, follow a preventive maintenance program schedule relating to mechanical and electrical systems and perform routine minor repairs and alterations.

Any repairs or alterations requiring a trade knowledge of moderate skill and/or above should be pursued with a work order. Emergency repairs must be phoned into the superintendent’s office.

School grounds-maintenance/repair/upkeep

The district expects custodial personnel to ensure that school grounds are maintained and kept free of litter. Custodial personnel also are responsible for maintaining school grounds in a hazard-free condition, including playground equipment. The district maintenance staff also will be responsible for mowing grass, trimming shrubs, etc.

Adopted by the Board: November 22, 1994
Revised by the Board: December, 2005

LEGAL REF.: 6 CCR 1010-6, Rules 1-10 et seq.

CROSS REFS.: Administration policy: CF, School Building Administration

Board policies: EL-1, Global Executive Constraint
EL-4, Communication and Counsel to the Board
EL-11, School Safety
EL-17, Asset Protection
Security/Access to Buildings

Buildings of the Trinidad School District No. 1 constitute one of the district’s largest investments. Therefore, it is in the best interest of the district to adequately protect this investment.

$Security$ means not only keeping buildings locked and secure but also providing protection against physical hazards and acts of violence. It also includes having available floor plans of buildings and site plans showing campus boundaries and access points. The district requires and encourages close cooperation with local police, fire and sheriff's departments and insurance company inspectors.

Each school building shall be inspected annually to address removal of hazards and vandalism and any other barriers to safety and supervision.

During regular school hours, flow of traffic into and out of buildings shall be closely monitored and limited to certain doors. Visitors shall be required to check in to show proper identification and reason for being at the school and shall wear name tags identifying them as visitors. This will not apply when parents/guardians have been invited to a classroom or assembly program.

Access to school buildings and grounds outside of regular school hours shall be limited to personnel whose work requires it and to sponsors of approved student activities.

Funds and valuable records shall be kept in a secure place.

Alarm systems and other devices that protect buildings against illegal entry and vandalism shall be installed where appropriate. Employment of security personnel may be approved by the Board in situations where special risks are involved.

In addition, the superintendent shall establish procedures for issuing keys to school employees who have need of such keys in order to carry out their employment assignments in the district. An adequate key control system will limit access to buildings to authorized personnel only and will safeguard against entrance to buildings by persons unauthorized to have keys.

Adopted by the Board: November 22, 1994
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 18-9-112
C.R.S. 18-9-117
C.R.S. 22-32-109.1 (5) *(building safety and security policy is required part of school safety pl)*

CROSS REFS.: 
Administration policy:
  KI, Visitors to School

Board policies:
  EL-1, Global Executive Constraint
  EL-4, Communication and Counsel to the Board
  EL-11, School Safety
Maintenance and Control of Materials and Equipment

The district administration shall ensure that proper records are kept on all textbooks, materials, supplies and equipment owned by the school system.

Records shall include records of issuance of such items to the various schools, records of issuance within each school to individual teachers, and teacher records of issuance to students.

Schools, staff members and students shall be held responsible for items that have been issued for their use.

The superintendent or designee shall establish procedures for the use, maintenance and control of cellular phones and computer equipment.

All school-owned equipment for extracurricular activities, including band instruments and uniforms, shall be issued at the beginning of each season and returned at the end of each season. Complete records shall be kept on all such equipment.

At least once a year, teachers shall make a careful inspection of textbooks and permanent supplies in use by students. They shall impose fines for damages resulting from carelessness and unwarranted use by students, provided that no fines shall be imposed without the approval of the principal.

A district warehousing system may be established for the purpose of providing reasonable availability of high volume items for which there is not adequate storage space in the schools.

Adopted by the Board: December 14, 1994
Revised by the Board: December, 2005

CROSS REFS.: Administration policies:
DID, Inventories
JQ, Student Fees, Fines and Charges
Authorized Use of School-Owned and Non-School Materials or Equipment

School-owned equipment

School equipment may be loaned to community groups for educational, civic or charitable purposes when:

1. The group borrowing the equipment agrees to accept responsibility for repairing or replacing any equipment damaged or lost while in its possession.
2. The equipment is not unusually expensive and subject to easy damage.
3. The equipment is in good condition.
4. The group will provide a competent operator for any machine loaned.
5. Outside use of the equipment will not interfere with the school program.

Any student or other individual borrowing school equipment must sign an official receipt. A deposit may be required as determined by the principal, business office or the superintendent.

Non-school equipment

The district recognizes that on occasion it is necessary for school employees to borrow equipment from community agencies and/or individuals in order to more effectively carry out the mission of the school. Such authorized borrowing shall only occur with the knowledge and consent of the superintendent or designee. It is the responsibility of employees who borrow equipment to note the condition of the equipment when they receive it and to return it to the owner in the condition in which it was received.

The district will be responsible for the loss or degree of repair which may result from the authorized use of borrowed, non-school equipment for school purposes. Any unauthorized use of non-school equipment by school personnel for school purposes which results in damaged and/or loss of borrowed equipment shall be the personal responsibility of the borrower.

Adopted by the Board: January 24, 1995
Revised by the Board: December, 2005

CROSS REF.:
  Administration policy:
    KF, Community Use of School Facilities
Student Transportation

The school district's transportation program shall be designed to get students who live an unreasonable walking distance from school or are attending a school other than their assigned school pursuant to the No Child Left Behind Act (NCLB) choice option to school and back in an efficient, safe and economical manner.

School buses are to be used primarily for transporting students between home and school. To the extent that scheduling, bus and fuel availability allow, buses may also be used to:

1. Transport students to district functions
2. Assist other school districts and local agencies in emergency and disaster situations
3. Transport elderly district residents (with special consideration being given to groups of persons 65 years or older)
4. Support other school-sponsored or related events

With the exception of establishing bus routes, general responsibility for the transportation program is vested in the fleet transportation director who reports to the chief financial officer. All bus routes and bus pick-up and drop-off points are subject to the approval of the superintendent. The superintendent shall approve bus routes on an annual basis after they are organized and presented by the transportation director.

The district shall operate its own fleet of buses and other types of vehicles as needed.

The district may submit to the voters the question of whether to impose and collect a fee for the payment of excess transportation costs in accordance with state law. If the fee is approved, the revenues shall be deposited in the transportation fund.

The district shall waive any transportation fee resulting from such approval by the voters for any student eligible for reduced price or free lunches as determined by federal regulations.

Adopted by the Board: October 1976
Revised by the Board: November 22, 1994
Revised by the Board: December, 2005
LEGAL REFS.: C.R.S. 22-32-110 (1)(a) *(hold real property in name of district)*
C.R.S. 22-32-113 *(transportation of pupils and special election provisions)*
C.R.S. 22-32-114 *(transportation by parents of own children)*
C.R.S. 22-51-101 et seq. *(Public School Transportation Fund)*
20 U.S.C. 1116 *(choice options contained in No Child Left Behind Act of 2001)*

CROSS REFS.:
Board policies:
   EL-6, Educational Program
   EL-9, Treatment of Students, Parents and Community
   EL-11, School Safety
Walkers and Riders

The district shall arrange transportation for all students in grades K-3 who live more than one mile from their assigned school, for all students in grades 4-12 who live more than one and one-half miles from their assigned school and for students who are attending a school other than their assigned school pursuant to the No Child Left Behind Act (NCLB) choice option. Such transportation shall be under the supervision of the transportation director. District transportation shall be provided for students whose established bus stop is outside of the distance described above.

If, in the opinion of the superintendent or transportation supervisor, transportation required for a student is not economical or safe, the administration may be directed to arrange with parents to transport those students and reimburse them for this service.

Transportation shall be furnished for shorter distances at the discretion of the superintendent or transportation supervisor, if extreme hardship or dangerous conditions exist.

Authorized riders on school transportation shall include the following:

1. Students who reside outside of the walking distance and who are assigned to a bus route or stop.

2. Students and named sponsors who are approved to be part of an extracurricular activity trip.

3. Community groups who are part of an approved trip.

4. Parents, staff, and/or community members when authorized by the appropriate administrator.

5. Students who live within the walking distance from school who have been granted permission to ride the school bus due to unusual circumstances.

Adopted by the Board: October 1976
Revised by the Board: November 22, 1994
Revised by the Board: December, 2005
Special Education Student Transportation

Transportation will be provided for special education students in accordance with their individualized education plans and the following district procedures.

Transportation will be arranged by the special education coordinator in conjunction with transportation department personnel. After approving a student's program placement, the special educational coordinator will forward a transportation request to the transportation department (transportation director). The transportation department will notify the receiving school of the effective starting date. The transportation department will notify parents or guardian of the date, time and location of daily pickup and drop-off. Additionally, the special education department will notify the transportation department of any subsequent requests for modification regarding schedules, pickup or drop-off of special education students.

When the special education coordinator suspects that unusual precautions may be necessary for the safe transportation of a particular student, the coordinator will notify the transportation department of this possibility prior to staffing the student. In such cases, additional time may be allowed for the transportation department to make the necessary adjustments, including a possible home visit, before the student is transported.

When ongoing inappropriate student behaviors threaten the smooth, safe operation of transportation:

1. The driver and the student's teacher will work together to resolve the problem.

2. If the problem cannot be resolved at the first level, the driver and/or teacher will consult the building principal and the special education coordinator and transportation department personnel. These individuals will work with drivers and teachers in an attempt to resolve the problem.

3. In cases where particular students cannot be safely or efficiently transported by the district, transportation department personnel, in conjunction with special educational personnel, will arrange for appropriate transportation from alternative sources.

When a special education student receiving curb-to-curb service cannot be left at home because of the absence of a parent or guardian, the student will be transported to a neighbor designated by the parent or guardian. If the neighbor is also absent, the student will be transported to a designated school site and supervised until the parent or guardian arrives to pick up the student. If the parent or guardian does not pick up the student before 5 p.m., the student will be transported by the Police Department to County Social Services. The parent or guardian will be charged a fee each time the student is delivered to the designated school site for care and supervision.

Adopted by the Board: November 22, 2994
Revised by the Board: December, 2005
Bus Scheduling and Routing

Service, safety and efficient operation shall be the goals in the planning of school bus schedules, routes and stops.

Bus routes, schedules and stops will be developed by the bus route coordinator under the direction of the business manager. The purpose of bus scheduling and routing will be to achieve maximum service with a minimum amount of buses, consistent with rendering equal service to all qualified students. The criteria for qualification include distance from school, unsafe walking environment, special education placement and special medical request.

As nearly as is practicable, routes will be designed to employ the full carrying capacity for each bus route segment. No bus will be operated with an overload. Bus route revisions and additions will be made when full carrying capacity for each route segment on existing routes has been reached or is imminent.

Bus stops shall be designated to comply with state law regarding students embarking and disembarking on major thoroughfares. The number of stops on each route segment will be limited, consistent with the policy stated as to service, so as to enable buses to make the run in a reasonable time.

Students in kindergarten through grade three may be required to walk one mile to a bus stop. Students in grades four through twelve may be required to walk one and one-half miles to a bus stop. These distances shall apply to the distance students may be required to walk to school.

Special medical requests for school bus transportation

On occasion, students may need transportation due to certain permanent or temporary medical conditions. The superintendent will establish procedures to govern application for and approval of these services.

Adopted by the Board: October 1976
Revised by the Board: November 22, 1994
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-32-113 (2)
C.R.S. 42-4-1904

CROSS REF.: Board policy:
EL-11, School Safety
Bus Scheduling and Routing

1. Bus stops will be planned so that a student does not have to cross a major thoroughfare immediately after getting off the bus. Bus stops will not be set up along major thoroughfares whenever access is possible by the use of an adjacent street or road. A $major thoroughfare,$ as defined in state law, is a freeway, a U.S. highway outside incorporated limits, an interstate highway, a highway with four or more lanes, or a road with a median separating multiple lanes of traffic. Two-lane highways will be exempt from this requirement if the Board in consultation with local traffic officials determines they can be crossed safely.

2. It will be the responsibility of the transportation director to establish bus routes with the coordination of school principals and the chief financial officer.

3. Building principals are under the direction of the superintendent and will establish the opening and closing times of schools and classes and will coordinate such time with transportation officials.

4. Bus passes may be issued to students who are eligible for transportation. School principals will request clarification from transportation officials where eligibility may be questionable.

5. The measuring point from any school to a residence will be from the district property line of the school to the front door of such residence or as otherwise stated.

6. The measuring point to a single-family residence will be the curb nearest the front door of such residence.

7. The measuring point to a multi-family residence will be the curb nearest the front door of the unit closest to the residence entrance/public street intersection which provides safe ingress and egress for school buses. If that unit is eligible, or ineligible, then all students residing in that building are eligible or ineligible. Each building in a complex of multi-family buildings will be considered separately when public two-way paved streets are dedicated and maintained to the building.

8. The measuring point to homes located in a mobile home park will be the curb line nearest the main entrance to the park. Therefore, the total park for the particular grade group is either eligible or ineligible. Exceptions will be those cases where the mobile park has a public two-way, paved street maintained by city or county governments which provides safe ingress and egress for school
9. Measurements over public roadways will be those maintained by city or county governments and over which a school bus would normally travel from a school to a residence. Paved walkways or bicycle paths which are maintained by city or county governments will be considered appropriate walking areas for students. Therefore, the eligibility of a student for transportation will be based on either the public roadway or maintained walkway/path measurement, whichever is less.

10. Configurations of streets and housing developments do not always lend themselves to precise measurements. Therefore, transportation officials will determine, in their best judgment, the “breaking point” for transportation eligibility which is in the interest of the students and within the intent of district policy.

11. School bus routes and schedules will be submitted to the superintendent for approval. Following approval, only minor changes will be made, primarily due to unsafe conditions. Minor changes may only be made by the transportation director following the notification of parents/guardians. Public notification of school bus routes will occur prior to August 15 of each year.

12. Drivers are to make no changes in routes or receiving and discharging points except in cases where the driver has prior approval from the transportation director or when such changes are absolutely required. Drivers are to report unsafe conditions to the transportation director immediately.

13. Students are always to be received and discharged at the same point and are to ride their assigned bus except when a change is requested in writing by parents/guardians, approved by the transportation director and given to the bus driver.

14. Students are expected to be at bus stops prior to the scheduled departure time. Drivers will not depart from stops prior to the scheduled departure time.

Special medical requests for school bus transportation

All requests for special medical transportation to and from school shall be approved by the transportation supervisor and special education supervisor. The parent/guardian having legal custody should obtain an application form for medical transportation from the principal of the regular school of attendance. The procedure is as follows:

1. Obtain a form from the school principal.
2. Fill out the form and attach a physician’s statement. Return the form to the principal for processing.

3. The principal should forward the medical request form and physician’s statement to the special education supervisor or designee for review and approval or denial.

4. The form and medical statement should then be forwarded to the transportation director for approval and scheduling.

5. Services may be withdrawn when the condition requiring the transportation has been resolved or in the opinion of the special education coordinator, services are no longer needed.

Approved: October 1976
Revised: November 22, 1994
Revised by the Board: December, 2005
Bus Safety Program

The school district shall comply with all state laws and regulations pertaining to the operation of school buses and shall make these requirements known to bus drivers. It also shall cooperate with local safety officials in formulating and accomplishing its school bus safety program.

The safety and welfare of student riders shall be the first consideration in all matters pertaining to the bus safety program. Safety precautions shall include the following:

1. Students shall be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.

2. Emergency evacuation drills shall be conducted at least two times a year to acquaint student riders with procedures in emergency situations.

3. Passengers of any school bus used on mountainous terrain shall not occupy the front row of seats and any seats located next to emergency doors unless the bus is equipped with retarders which supplement the bus brake system or the passengers are adequately restrained in a fixed position.

4. All vehicles used to transport students shall be inspected periodically to see that they meet safety regulations.

A bus driver who observes a vehicle passing the school bus when the signal lights are activated shall notify the transportation director of the violation and provide the basic information required by law. The transportation director shall convey this information to the appropriate law enforcement agency.

Bus emergencies

The superintendent has developed procedures and regulations to protect the safety of students, staff and district property in the event of bus-related emergencies. Those procedures and regulations include emergency communication, emergency medical action, cooperation with other agencies and other activities deemed appropriate by the superintendent or designee.

Adopted by the Board: November 22, 1994
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 42-4-236
C.R.S. 42-4-608
C.R.S. 42-4-707 (certain vehicles must stop at railroad grade crossings)
C.R.S. 42-4-1901 through 1904
1 CCR 301-26, Rules 4204-R-200 *et seq.*

CROSS REFS.:

*Administration policy:*
   - EEAEG*, Use of Wireless Communication Devices by Bus Drivers

*Board policy:*
   - EL-11, School Safety
Bus Safety Program
(Bus Emergencies)

Emergency communication

Following an accident, the driver will first check students/passengers for injury. The driver will then contact the police and the school district transportation office as quickly as possible. City police are to be notified if the accident occurs within the city limits. The Colorado State Patrol or county sheriff’s office shall be notified if the accident occurs outside the city limits. If the accident occurs after office hours, drivers must notify the school district transportation supervisor who will notify other appropriate officials and the school district administration.

Determination of medical action/transporting of passengers

The driver should then make a list of the names and nature of injury to students/passengers. In addition, the school bus driver will not leave the scene of an accident until relieved by police.

The initial report from the driver will advise the transportation department of the number of the bus involved, the location of the accident, whether or not the accident involves obvious injury and if police or emergency response is required. The transportation department or other reporting entity will report the accident to the affected school and request that the school notify parents or guardians.

If the accident is minor in nature and does not involve injury in the opinion of the law enforcement officer, bus driver, paramedics or responding transportation personnel, the students may be transported to their destination. Determination of injury will be made by the police, transportation staff, paramedics or other trained individuals on the accident scene.

If the bus accident involves injuries no student will be transported to his/her residence. Instead, those students requiring medical attention, in the opinion of the responding emergency personnel, will be transported to a hospital emergency facility by ambulance or other emergency vehicle and school personnel will proceed to the hospital emergency room facility to assist hospital personnel in notifying parents/guardians or appropriate contact persons. Those students who do not require immediate medical attention will be transported to their respective school or nearest central location. Parents or guardians will be asked to pick up their children at the school and/or determine the need for medical attention. The school nurse, if available, will provide assistance.
Accident report

Drivers will obtain the following information for the accident report:

1. Name and address of other driver or drivers
2. License number and state of other driver(s)
3. License number of the vehicle(s) involved
4. Make, model and year of the vehicle(s) involved
5. Name and address of other driver’s or drivers’ insurance company
6. Names and addresses of witnesses and others who may arrive upon the scene immediately after the accident and who might be considered qualified witnesses to the accident.

When the police/sheriff/patrol officer arrives, the driver will provide all the information requested. Drivers shall discuss details of the accident/emergency only with authorized emergency personnel and school district personnel. In cases involving serious injury, the district may consult with legal counsel for assistance.

If combined damage is $500 or more, the driver must submit a state report within ten days.

All damage must be reported immediately to the transportation department. All appropriate damage reports and state insurance department forms must be completed immediately after damage occurs, regardless of the extent of the damage.

Approved: November 22, 1994
Revised by the Board: December, 2005
Bus Driver Requirements and Training

Drivers shall conform to state laws and to regulations of the Colorado Department of Education and of the Colorado Department of Revenue Division of Motor Vehicles in regard to training, licensing and other requirements and shall participate in required inservice training programs.

This shall apply to all drivers including those on regular and special trips.

Adopted by the Board: November 22, 1994
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 42-2-501 et seq. (Commercial Vehicle)
              C.R.S. 42-4-239 (Mountain Training)
              1 CCR 204-12 (Colorado Department of Revenue, Division of Motor
              Vehicles, Commercial Drivers’ License rules)
              1 CCR 301-26, Rules 4204-R-201 through 207

CROSS REF.:
        Administration policy:
              EEAEEAA*, Drug and Alcohol Testing for Bus Drivers

NOTE: Refer to the 'Colorado Rules and Regulations Governing Operation of School Transportation Vehicles" for information concerning driver permits, physical standards, experience, training and other character requirements.
Bus Driver Requirements and Training

All school bus driver applicants must meet or be able to comply with the following prior to being employed as a school bus driver in the district:

1. Provide the district with up to 10 years past driving employment history. Where commercial driving experience is available, applicants must provide the district with their most recent commercial driving history.

2. Motor vehicle history record must be in compliance with commercial driver’s license mandates, have no DUI violations or driving while impaired or similar convictions, and no more than eight points accumulated in the 36 consecutive months prior to the date of application.

3. Pass criminal records check.

4. Pass a Federal Department of Transportation physical. Such physicals will be administered after an offer of employment has been extended with the offer dependent upon passing the physical.

5. Pass the district’s competency-based school driver pre-service training program.

6. Possess a commercial driver’s license by the end of the training program.

7. Pass the first-aid course approved by the district transportation department and the Colorado Department of Education.

8. Satisfy all other requirements set forth by the Division of Human Resources, Colorado Department of Education, Colorado Department of Revenue, Colorado Department of Health, Colorado Department of Public Safety and the Federal Department of Transportation.

All continuing drivers must meet the following criteria:

1. Annually schedule and successfully complete all requirements mandated by the Colorado Department of Education.

2. Maintain the appropriate licenses required by the Colorado Department of Revenue.

3. Drivers convicted of driving under the influence, driving while intoxicated, driving while impaired or similar convictions, will be recommended for termination.
4. Maintain a satisfactory record as determined by the district insurance carrier.

5. The following will result in a recommendation for termination in all cases:
   a. Revocation of driver’s license
   b. Suspension of driver’s license for a period of three months or more
   c. Accumulation of more than eight points in a 12-month period or more than 12 points in a 24-month period

6. All traffic citations, whether given while on duty or during non-working time, must be reported in writing to the transportation administration within 48 hours of the citation. All traffic summonses issued outside the state of Colorado must be reported to the Colorado Department of Revenue within 30 days of conviction.

7. All in-service and re-training must be successfully completed.

Approved: November 22, 1994
Revised by the Board: December, 2005
Drug and Alcohol Testing for Bus Drivers

In accordance with federal law and regulations, the district shall be responsible for implementing a drug and alcohol testing program for school bus drivers. The purpose of the testing program shall be to help prevent accidents and injuries resulting from the misuse of alcohol and controlled substances by bus drivers.

Prohibited conduct

Drivers shall be prohibited from any alcohol misuse that could affect performance on the job including use on the job, use during the four hours before driving, having prohibited concentrations of alcohol in their systems while driving and use during eight hours following an accident.

No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substances except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect his ability to safely operate a motor vehicle.

Required testing

Drivers shall be subject to pre-employment/pre-duty drug testing and to reasonable suspicion, random, post-accident, return-to-duty and follow-up alcohol and drug testing pursuant to procedures set out in the federal regulations. These procedures use an evidential breath testing device for alcohol testing. For controlled substances testing, urine specimen collection and testing by a laboratory certified by the U.S. Department of Health and Human Services shall be required.

Pre-employment drug testing shall be administered to an applicant offered a position in the district prior to the first time the driver performs any safety-sensitive function for the district.

Random alcohol testing shall be limited to the time period surrounding the performance of safety-related functions which includes just before or just after the employee performs the safety-related function. Controlled substances testing may be performed at anytime while the driver is at work.

An employee covered by the federal regulations may not refuse to take a required test.

Consequences if testing indicates drug or alcohol misuse

If the testing confirms prohibited alcohol concentration levels or the presence of a controlled substance, the employee shall be removed immediately from safety-
related functions in accordance with the federal regulations. Before a driver is reinstated, if at all, the driver shall undergo an evaluation by a substance abuse professional, comply with any required rehabilitation and undergo a return-to-duty test with verified test results.

A driver who is prohibited from performing safety-sensitive functions may be assigned to non-safety-sensitive functions until such time as the driver complies with the requirements for returning to duty.

The Board retains the authority consistent with state and federal law to discipline or discharge any employee who is an alcoholic or chemically dependent and whose current use of alcohol or drugs affects the employee’s qualifications for and performance of his/her job.

The district is not required under federal law requiring drug and alcohol testing to provide rehabilitation, pay for substance abuse treatment or to reinstate the employee. All employment decisions involving reinstatement, termination or dismissal shall be made in accordance with applicable district policies and negotiated agreements.

**Record retention**

The district shall maintain records in compliance with the federal regulations in a secure location with controlled access. With the driver's consent, the district may obtain any of the information concerning drug and alcohol testing from the driver's previous employer. A driver shall be entitled upon written request to obtain copies of any records pertaining to the driver's use of alcohol or controlled substances including information pertaining to alcohol or drug tests.

Records shall be made available to a subsequent employer upon receipt of a written request from a driver only as expressly authorized by the terms of the driver's request.

**Other provisions**

The district shall take steps to ensure that supervisors receive proper training to administer the drug and alcohol testing program and that employees receive the notifications required by federal regulations.

Adopted by the Board: March 2000
Revised by the Board: December, 2005

49 C.F.R. Part 40 *(procedures for transportation workplace drug and alcohol testing programs)*
49 C.F.R. Part 382 (controlled substance and alcohol use and testing)
49 C.F.R. Part 391 (qualification of drivers)
C.R.S. 42-2-501 et seq. (Commercial Driver's License Act)

CROSS REFS.:

Administration policies:
EEAEA, Bus Driver Requirements and Training
GBEC, Drug-Free Workplace
GDQD, Discipline, Suspension and Dismissal of Support Staff

Board policy:
EL-11, School Safety
Drug and Alcohol Testing for Bus Drivers

School bus drivers who operate a motor vehicle requiring a commercial driver's license are subject to a drug and alcohol testing program that fulfills the requirements of the federal regulations.

These district regulations reflect several requirements of the federal drug testing regulations but are not intended in any way to modify or limit the procedures for drug and alcohol testing specifically addressed in federal regulation. District personnel will adhere to the detailed provisions of federal regulation in administering the district's drug and alcohol program.

References to tests in these regulations include both drug and alcohol tests unless the context specifies otherwise. The terms drugs and controlled substances are interchangeable and have the same meaning. Drugs refer to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamines).

Pre-employment drug tests

Drug tests will be administered before a driver performs any safety-sensitive functions for the district.

The tests will be required of an applicant only after the position has been offered. Employment with the district is conditional upon the applicant receiving a negative drug test result.

An employee may be exempt from the pre-employment drug test if the employee has participated in a drug testing program within 30 days prior to the application for employment and while participating in that program either was tested for drugs within the last six months (from the date of application) or participated in a random drug testing program in the previous 12 months, provided that the district has been able to make all verifications required by law.

Post-accident tests

Alcohol and controlled substance tests will be conducted as soon after an accident as practicable on any driver who:

1. Was performing safety-sensitive functions with respect to the vehicle if the accident involved loss of human life.
2. Received a citation under state or local law for a moving traffic violation arising from the accident.

No driver involved in an accident may use alcohol for eight hours after the accident or until after undergoing a post-accident alcohol test, whichever occurs first.
If an alcohol test is not administered within two hours or if a drug test is not administered within 32 hours after the accident, the district will prepare and maintain records explaining why the test was not conducted.

Tests conducted by authorized federal, state or local officials will fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the district. Breath tests will validate only the alcohol test and cannot be used to fulfill controlled substance testing obligations.

Before any driver operates a commercial motor vehicle, the district will provide post-accident procedures that will make it possible to comply with post-accident testing requirements.

Random tests

Tests will be conducted on a random basis at unannounced times throughout the year. Random tests for alcohol will be conducted just before, during or just after the performance of safety-sensitive functions. Random tests for drugs do not have to be conducted in immediate time proximity to performing safety sensitive functions. Once notified of selection for drug testing, a driver must proceed to a collection site to provide a urine specimen.

Drivers will be selected by a scientifically valid random process, and each driver will have an equal chance of being tested each time selections are made. The number of bus drivers selected for random testing will be in accordance with federal regulations.

Reasonable suspicion tests

Tests must be conducted when a properly-trained supervisor or district official has reasonable suspicion that the driver has violated the district’s alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech or body odors. The observations may include indications of chronic and withdrawal effects of controlled substances.

Alcohol tests will be authorized for reasonable suspicion only if the required observations are made during, just before or just after the period of the workday when the driver must comply with alcohol prohibitions. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the district will prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests will terminate after eight hours.

An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test.
A supervisor or district official who makes a finding of reasonable suspicion also must make a written record of his observations leading to a reasonable suspicion drug test within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

**Return-to-duty tests**

A drug or alcohol test will be conducted when a driver who has violated the district's drug or alcohol prohibition returns to performing safety sensitive duties.

Employees whose conduct involved misuse of drugs may not return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result.

Employees whose conduct involved alcohol may not return to duty in a safety sensitive function until the return-to-duty alcohol test produces a verified result that meets federal and district standards.

**Follow-up tests**

A driver who violates the district’s drug or alcohol prohibition and is subsequently identified by a substance abuse professional as needing assistance in resolving a drug or alcohol problem will be subject to unannounced follow-up testing as directed by the substance abuse professional in accordance with law. Follow-up alcohol testing will be conducted just before, during or just after the time when the driver is performing safety-sensitive functions.

**Records**

Employee drug and alcohol test results and records will be maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver will receive copies of any records pertaining to the driver’s use of drugs or alcohol, including any records pertaining to personal drug or alcohol tests. Records will be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

**Notifications**

Each driver will receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the district’s policy and regulations for meeting these requirements. Representatives of employee organizations will be notified of the availability of this information. The information will identify:

1. The person designated by the district to answer driver questions about the materials.
2. Categories of drivers who are subject to the drug and alcohol testing requirements.

3. Sufficient information about the safety-sensitive functions performed by drivers to make clear for what period of the workday driver compliance is required.

4. Specific information concerning driver conduct that is prohibited.

5. Circumstances under which a driver will be tested for drugs and/or alcohol.

6. Procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results and insure that test results are attributed to the correct driver.

7. The requirement that a driver submit to drug and alcohol tests administered in accordance with federal regulations.

8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences.

9. Consequences for drivers found to have violated the drug and alcohol prohibitions including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment.

10. Consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04.

11. Information concerning the effects of drugs and alcohol on an individual's health, work and personal life; external and internal signs and symptoms of a drug or alcohol problem, and available methods of intervening when a drug or alcohol problem is suspected including confrontation, referral to an employee assistance program and/or referral to administrative officials.

Each driver must sign a statement certifying receipt of a copy of the above materials.

The district will inform drivers before drug and alcohol tests are performed.

The district will notify a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of the employment application.

The district will notify a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The district also will tell the driver which controlled substances were verified as positive.
Drivers will inform their supervisors if at any time they are using a controlled substance which their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician has advised the driver that it will not adversely affect the ability to safely operate a commercial motor vehicle.

**Enforcement**

Any driver who refuses to submit to post-accident, random, reasonable suspicion or follow-up tests will not be allowed to perform or continue to perform safety-sensitive functions.

A driver who in any other way violates district prohibitions related to drugs and alcohol will receive from the district the names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol-related problems. The employee will be evaluated by a substance abuse professional who will determine what help, if any, the driver needs in resolving such a problem.

Any substance abuse professional who determines that a driver needs assistance will not refer the driver to a private practice, person or organization in which the professional has a financial interest except under circumstances allowed by law.

Before the driver is returned to safety-sensitive duties, if at all, the district must insure that the employee:

1. Has been evaluated by a substance abuse professional.
3. Has taken a return-to-duty drug and alcohol test with a result indicating an alcohol concentration level of less than 0.02.
4. Is subject to unannounced follow-up drug and alcohol tests. The number and frequency of such follow-up testing will be as directed by the substance abuse professional and consist of at least six tests in the first 12 months following the driver's return to duty.

Approved by the Board: December, 2005
Vehicle Maintenance and Purchasing

The school district shall strive to provide for safe and adequate transportation of students and staff. An important element of this goal is the proper maintenance of district-owned vehicles. The school district shall establish an ongoing preventive maintenance program for its vehicles.

**Buses**

Specifications for buses shall accommodate all federal, state, and Board of Education requirements. Documentation for specification requirements shall remain on file in the business office. The fleet transportation supervisor shall be responsible for initiating the specifications in a timely manner so as to allow adequate time for bidding purposes.

Criteria used in selecting buses shall include efficiency, economy, and longevity. While unique circumstances may require early retirement of buses, buses shall be recommended for replacement after 10 years of service and/or 100,000 miles.

To maximize the longevity of the bus fleet, the fleet transportation supervisor shall be responsible for implementing a preventive maintenance program. A written plan for the preventive maintenance program will remain on file in the business office.

**Other vehicles**

Vehicles other than buses shall be purchased on an as needed basis. Passenger cars and vehicles shall be provided based on demand and need. Vehicles shall be purchased to provide maximum utilization, safety, efficiency and economy. While unique circumstances may require early retirement of vehicles, vehicles shall be recommended for replacement after 10 years of service and/or 150,000 miles. To maximize the longevity of the vehicle fleet, the chief financial officer shall be responsible for implementing a preventive maintenance program. A written plan of the preventive maintenance program will remain on file in the business office.

Repair to district vehicles shall be contracted to agencies in the community as determined annually by the transportation supervisor and approved by the superintendent.

Adopted by the Board: November 22, 1994
Revised by the Board: December, 2005
Use of Wireless Communication Devices by Bus Drivers

While the district believes the use of wireless communication devices by district bus drivers is important to provide instant communication regarding emergencies as well as to convey other important information, bus drivers shall be subject to the following restrictions to ensure safe use.

For purposes of this policy, wireless communication device is defined as any device intended to facilitate communication, including but not limited to cell phones, two-way radios, walkie talkies, palm pilots, beepers, pagers, etc.

Bus drivers shall not place or receive communications on any personally owned wireless communication device while passengers are loading or unloading from the bus or while the bus is in motion.

Under usual circumstances, use of district owned wireless communication devices shall be allowed when used to assist a driver and/or dispatcher in the necessary communications periodically needed to safely deliver children – home to school, school to school, school to home and on activity trips. Use of such devices while the bus is in motion shall be limited whenever possible.

Bus drivers shall under no circumstances place or receive communications unrelated to district business while on duty.

Violation of this policy may subject the driver to disciplinary action.

Adopted by the Board: December, 2005

LEGAL REF.: 1 CCR 301-26, Rule 4204-R-232.00

CROSS REFS.: Administration policies:
EDB, Maintenance and Control of Materials and Equipment EEAE, Bus Safety Program
Extracurricular Activity Buses/Field Trips
Special Events Transportation

School buses may be utilized for extra-curricular activities. When buses are used for such activities, the following shall apply:

1. The principal involved shall provide the transportation supervisor with a trip authorization form at least two weeks prior to the trip.

2. The principal involved shall arrange for chaperones and will provide chaperones with a list of all students being transported prior to departure.

3. The chaperones will take roll before departure and again before the return trip.

4. Students transported on such trips must return on the bus unless a parent/guardian supplies a written request to the principal prior to the trip. Such requests must be approved by the principal and given to the chaperones. A request does not guarantee approval of such arrangements.

5. While in transit, the driver shall be in complete charge of the bus and its operation. This does not relieve the chaperones of their responsibility for the discipline of students.

6. At times students participating in such trips may be asked to contribute financially to the cost of the transportation provided.

7. All use shall be subject to the availability of appropriate equipment and personnel. The director of transportation may impose such requirements as are deemed necessary relative to supervisory personnel accompanying any group utilizing transportation equipment.

8. Any group availing itself of use pursuant to these regulations shall agree to and shall reimburse the district for all of the expenses for operation of such motor vehicles as determined by the district.

9. Incidental costs such as, but not limited to, alternative transportation in the event of a breakdown, feeding and housing of users and similar costs, shall be the responsibility of the group using the equipment.

Adopted by the Board: October 1976
Revised by the Board: January 24, 1995
Revised by the Board: December, 2005

LEGAL REF.: C.R.S. 22-32-128
Use of School Buses by Community Groups

The district believes that district transportation equipment is to be used primarily for school purposes and that taxpayers shall not be expected to subsidize busing equipment or personnel not necessary for school district purposes. Nevertheless, the district shall make transportation equipment available for use by appropriate community groups to the extent that such use does not impinge upon or impair use for school district purposes.

Non-profit community and non-profit recreational district groups consisting of five or more residents are among the groups that may qualify for the use of district transportation equipment. Groups composed of citizens 65 years of age and older shall be given special consideration regarding community use of school buses as required by the statute relating to community use of school buses. As permitted by law, all groups shall be expected to pay the actual costs involved in the use of school transportation equipment.

Non-school use of school transportation equipment shall not be intermingled with student transportation, nor shall it interfere with:

1. Student transportation to, from or between schools.
2. Student transportation for school activities and functions.
3. Emergency transportation for students.
4. Time required for maintenance and service of equipment.
5. Provision of standby equipment for school purposes.

Regulations for community use of school transportation equipment have been developed by the administration.

Adopted by the Board: October 1976
Revised by the Board: January 24, 1995
Revised by the Board: January, 2005

LEGAL REFS.:  C.R.S. 22-32-128
C.R.S. 39-27-102
C.R.S. 40-10-116 (1)(b)
C.R.S. 40-16-101 (1.5)
C.R.S. 40-16-104 (1)(d)
Use of School Buses by Community Groups

The chief financial officer shall be responsible for approving and scheduling the time available for the use of school district transportation equipment by community groups. In approving and scheduling such use, the chief financial officer shall apply the following criteria:

1. Insurance coverage (chosen between that provided by the users or that provided by the district) shall be in effect during the time of any such use. Coverage shall be similar and limits shall not be less than the insurance coverage which is in effect while the district transportation equipment is being used for transporting students.

2. No use shall be approved which involves travel over roads or distances which are unduly wearing or damaging to the equipment or for which equipment construction is inappropriate.

3. District-owned vehicles will be driven only by district employees as approved for that particular vehicle.

4. Any approval of use shall be subject to cancellation in the event of adverse road, weather or other conditions which could reasonably present a danger to passengers, drivers or equipment or in the event of unexpected or emergency school needs.

5. Use shall not be approved unless some individual identifies himself or herself as coordinator or leader of the group and agrees to assume the responsibility for collecting and remitting the required reimbursement to the district.

6. Use shall be approved only when the group requesting such use submits a written request no less than 10 days prior to the use, designating the number of riders, the dates and hours of use, the pickup and delivery points and such other information as the chief financial officer deems appropriate. Each such request shall be accompanied by a deposit for the approximate amount of reimbursement as determined by the chief financial officer. Upon final determination of the reimbursement required, the deposit shall be supplemented by the users or a refund made by the district, whichever is appropriate.

7. Use shall not be approved if it is for partisan political activity, promoting or opposing any sectarian views, activity which is potentially disruptive or dangerous, and/or activity which, if uniformly extended, would result in uses which would impinge upon the school use or activities of a similar nature which are inappropriate for school district participation.
8. Special consideration shall be given to groups comprised primarily of senior citizens.

9. Use shall be approved only when the equipment and service available are appropriate to the physical condition of the users.

10. Use shall be approved only where the group requesting such use is open to all persons who may be reasonably and appropriately included in the group.

11. All use shall be subject to the availability of appropriate equipment and personnel. The director of transportation may impose such requirements as are deemed necessary relative to supervisory personnel accompanying any group utilizing transportation equipment.

12. Any group availing itself of use pursuant to these regulations shall agree to and shall reimburse the district for all of the expenses for operation of such motor vehicles as determined by the district.

13. Incidental costs such as, but not limited to, alternative transportation in the event of a breakdown, feeding and housing of users and similar costs shall be the responsibility of the group using the equipment.

Approved: October 1976
Revised: January 24, 1995
Revised by the Board: December, 2005
Student Transportation in Private Vehicles by Employees

From time to time there is a need for some school employees to use their own automobiles for school purposes. In order to safeguard the liability of the district and its employees and students with regard to transporting students, the following policy will be observed.

A staff member may transport a student or group of students in a personal car for school-related purposes only if the staff member has standing authorization to do so or with special permission covering the specific trip.

Standing authorization shall be granted by the superintendent to school administrators, school nurses and other student services personnel designated by the superintendent, principal or their designees.

Special permission for providing student transportation may be granted in exceptional cases by the principal to parents/guardians or to other professional staff members such as coaches, music teachers and activity sponsors. Exceptional cases shall be determined by review of the number of students traveling, relative costs, safety factors, distance, etc.

Personnel with standing authorization or with special permission to use their own cars for transporting students must carry proof of license and liability insurance coverage in compliance with state law. A record of such coverage shall be placed on file with the site manager prior to affording the transportation services.

An approved “Authorization to Use Privately-Owned Vehicles on School District Business” form must be filed with the school principal prior to transporting students in private vehicles.

The district will assume no responsibility for liability in the case of an accident unless the employee has the authorization described, satisfies insurance requirements and is in possession of a valid Colorado driver’s license.

Adopted by the Board: November 22, 1994
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-32-113 (4)
C.R.S. 42-7-101 et seq. (Motor Vehicle Financial Responsibility Act)
C.R.S. 42-1-102 (88) (definition of school bus; private vehicles can be regulated as schools buses in certain circumstances)
Food Services

The Trinidad School District #1 food service program is part of the educational plan, contributing to the all-around development of students, which is the very purpose of schools and education.

Trinidad School District #1 has a No Charge Policy regarding student meal accounts. Rising costs of food and fuel and inability to collect on negative balance lunch accounts has resulted in the need to implement the “no charge” policy. Still every student will be offered a meal as it is our belief and practice that no child should go hungry.

Under the No Charge Policy, parents/guardians will make payments to student lunch accounts in advance of student participation in school lunch programs. Student balances will be checked daily prior to meal service and those without sufficient funds in their account to cover the cost of the menu meal and have accrued more than four days of unpaid meal charges will be offered an alternate meal.

Child Nutrition Applications are available to all families in the district. Qualification for free/reduced meal status as a family is income-based. While the district encourages student participation in the lunch and breakfast program, the student and parents may opt to bring a sack lunch from home.

The district shall enter into an agreement with the Colorado Department of Education wherein the local school district agrees to:

1. Provide adequate facilities.
2. Operate the program, as nearly as practicable, on a non-profit basis.
3. Discourage the sale of foods or drinks in competition with the National School Lunch Program.
4. Serve free or reduced-price meals to students unable to pay the full price, without discrimination, in accordance with the National School Lunch Program guidelines.
5. Serve meals that meet the standards and requirements in accordance with the National School Lunch Program guidelines.
6. Keep records and file claims for monthly reimbursement.
7. Accept and use donated commodities in reasonable amounts, in accordance with the National School Lunch Program guidelines.

8. Operate the program in accordance with both state and federal statutes and regulations applicable to the program.

9. Students may charge up to four meals without immediate payment. On the fifth day of charges, the student will receive an alternate meal.

10. If a student is on alternate meal status, their Ala carte purchasing privileges will be suspended until their account balance has been paid.

11. A maximum of two checks may be returned for insufficient funds by a parent/guardian. After that, checks will not be accepted as payment by that parent/guardian for any student in the school district for the remainder of the school year.

**Food service account**

A food service account may be established in order to transact necessary receipting and expenditures of moneys to support the food services program in the district. The food services manager shall administer this account subject to procedures established by the chief financial officer for maintaining this account.

This account shall be subject to an annual audit with such audit reports being made available to the superintendent and Board of Education.

Adopted by the Board: December 14, 1994
Revised by the Board: December, 2005
Revised by the Board: September, 2011

LEGAL REFS.: 42 U.S.C. 1751 *et seq.* *National School Lunch Act*
C.R.S. 22-32-120

CROSS REFS.:  
*Board policies:*
EL-3, Development of Administration Policy  
EL-4, Communication and Counsel to the Board

*NOTE: Refer to the “Food Services Handbook” for detailed information and district regulations pertaining to the food services program.*
LUNCH PROGRAM
NO CHARGE POLICY
2006-2007 SCHOOL YEAR

Trinidad School District #1 has adopted a NO CHARGE POLICY for lunch and breakfast meals.

If your child receives reduced price or full price meals, it is the responsibility of the parent or legal guardian to make sure that the student has enough money in his/her account every day.

The NO CHARGE POLICY means that a child who comes to school without money or a lunch from home is (1) given an alternate meal that is not claimed for reimbursement, however this cannot exceed a period of 3 days, or (2) given an opportunity to call his/her parents so that they may make appropriate accommodations for his/her lunch.

Please understand that Trinidad School District #1 does not want this situation to occur so please remember that it is your responsibility to make sure at all times that your child/children have enough money in their account daily.

Payments may be made at each individual school cafeteria or in Diana’s office at the Trinidad School District #1 Administrative Building, 215 S. Maple.

Any questions regarding your account may be addressed to Diana at 719-845-2054.

Thank you for your cooperation.
School Lunch Program
“No Charge” Rule

Trinidad School District #1 has a “no charge” rule for breakfast and lunch programs. This means that it is the responsibility of the parent or legal guardian to maintain a positive balance in the student’s lunch account unless the student has qualified for the free lunch program. Payments on accounts may be made at each individual school cafeteria or by mail or in person at the Trinidad School District Administration building, 215 S. Maple Street, Trinidad CO.

The “no charge” rule means that a student with a negative balance will still be allowed to have a lunch, but will be requested to remind the parent/legal guardian that a negative balance exists. Statements will also be mailed from the District Office showing that a negative balance exists. In cases of repeated or excessive negative balances, the district office will begin making phone calls to the parent/legal guardian.

If a negative balance exists at the end of the school year, grade cards, transfer of permanent records, and/or transcripts may be withheld.

Questions regarding your account may be answered by calling 719-845-2054

ADOPTED: November 28, 2006
Nutritious Food Choices

At every possible eating occasion, students will have opportunities to practice what they are taught in nutrition education and choose nutritious snacks that are low in fat, sodium and added sugars.

Schools are encouraged to take steps to ensure:

- Nutritious foods are always available as an affordable option whenever food is served or sold;
- Students have limited opportunities to eat snacks high in fat, sodium or added sugars; and
- Competition with nutritious meals served by the school food service program is minimized.

The emphasis on healthy choices applies to:

- A la carte items (separate food choices) offered by the food service program;
- “competitive foods” which are snacks and beverages sold from vending machines, school stores and fund-raising activities that compete with the food service program; and
- Refreshments that are available at school parties, celebrations and meetings.

Each beverage offered for sale to students from any source, including the school cafeteria, vending machines, school stores and fund-raising activities conducted on school grounds, shall satisfy the minimum nutritional standards for beverages adopted by the State Board of Education. This applies to beverages sold on campus during the regular school day and extended school day, including but not limited to, before and after school activities such as clubs, year book, band, student government, drama and childcare/latchkey programs.

All other beverage sales will be prohibited, except as stated below.

The State Board’s nutritional standards for beverages shall not apply to the sale of beverages at school-related events where parents and other adults are a significant part of the audience. Such activities include, but are not limited to, interscholastic sporting events, school plays and band concerts.

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**NOTE 1:** All schools participating in the School Breakfast and/or National School Lunch program(s) must also comply with any federal rules or regulations regarding competitive food service or the service of Foods of Minimal Nutritional Value, as defined by USDA. Schools that participate in these federal programs must prohibit the sale of foods in the categories of minimal nutritional value in food service areas during designated meal periods.

**NOTE 2:** The requirement for healthy beverages applies to contracts with vendors entered into or renewed by the school district on or after July 1, 2009.

**NOTE 3:** The State Board of Education’s healthy beverages rules provide, “To the greatest extent possible beverage products should be Colorado produced products.” 1 CCR 301-79, Rule 3.05.
Adopted: August 25, 2009
Revised: September, 2010

LEGAL REFS: C.R.S. 22-32-134.5 *(healthy beverage requirement)*
1 CCR 301-79 *(State Board of Education – healthy beverages rules)*
Healthy Beverages Standards for Schools

The healthy beverages standards for schools adopted by the State Board of Education are as follows:

**Beverages sold in elementary school**

a. Bottled water
b. Up to 8 ounce servings of fat free or low fat milk. Milk includes nutritionally equivalent milk alternatives (per USDA)
c. Up to 8 ounce servings of fat free or low fat nutritionally equivalent flavored milk up to 150 calories / 8 ounces
d. Up to 8 ounce servings of 100% juice, with no added sweeteners and up to 120 calories / 8 ounces

**Beverages sold in middle school**

a. Bottled water
b. Up to 10 ounce servings of fat free or low fat milk. Milk includes nutritionally equivalent milk alternatives (per USDA)
c. Up to 10 ounce servings of fat free or low fat nutritionally equivalent flavored milk up to 150 calories / 8 ounces
d. Up to 10 ounce servings of 100% juice, with no added sweeteners and up to 120 calories / 8 ounces

**Beverages sold in high school**

a. Bottled water
b. No or low calorie beverages with up to 10 calories / 8 ounces, except diet soda may not be sold in high school (e.g., unsweetened or diet teas, low calorie sport drinks, fitness waters, flavored waters, seltzers)
c. Up to 12 ounce servings of fat free or low fat milk. Milk includes nutritionally equivalent milk alternatives (per USDA)
d. Up to 12 ounce servings of fat free or low fat nutritionally equivalent flavored milk up to 150 calories / 8 ounces
e. Up to 12 ounce servings of 100% juice, with no added sweeteners and up to 120 calories / 8 ounces
f. Other drinks, up to 12 ounce servings with no more than 66 calories / 8 ounces
g. At least 50% of non-milk beverages must be water and no or low calorie options

If the middle and high school students have shared access to areas on a common campus or in common buildings, then the school community has the option to adopt the high school standard.

**Adopted: August 2009**
Copyright Compliance

It is the intent of the district to adhere to the provisions of copyright laws in all areas, e.g., print, computer software, audiovisual materials, music, etc. Though there continues to be controversy regarding interpretation of copyright laws, the district’s intention is to make known that all district employees shall be expected to adhere to the provisions of law, rules and regulations concerning the use of copyrighted materials. Legal or insurance protection of the district shall not be extended to employees who violate copyright laws.

There shall be made available at the district level as well as the respective building levels information on copyright infringement and “fair use” guidelines for copyrighted materials.

The copyright law of the United States governs the making of photocopies or other reproductions of copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be “used for any purpose other than private study, scholarship or research.” If a user makes a request for or later uses a photocopy or reproduction for purposes in excess of “fair use,” that user may be liable for copyright infringement.

The district reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve a violation of copyright law.

Adopted by the Board: April 24, 2000
Revised by the Board: December, 2005


CROSS REFS.: Administration policies: IJL, Library Materials Selection and Adoption IJNC, Resource Centers/MediaCenters/School Libraries
Public Electronic Mail Records

Electronic mail is an electronic message that is transmitted between two or more computers or electronic terminals, whether or not the message is converted to hard copy format after receipt and whether or not the message is viewed upon transmission or stored for later retrieval. Electronic mail includes all electronic messages that are transmitted through a local, regional or global computer network.

All district electronic mail systems are owned by the district and are intended for the purpose of conducting official district business only. District electronic mail systems are not intended for personal use by employees of the district and employees should have no expectation of privacy when using the electronic mail systems.

Users of district e-mail systems are responsible for their appropriate use. All illegal and improper uses of the electronic mail system, including but not limited to pornography, obscenity, harassment, solicitation, gambling and violating copyright or intellectual property rights are prohibited.

Disclosure of confidential student records, including disclosure via electronic mail or other telecommunication systems, is governed by the Family Educational Rights and Privacy Act (FERPA). Therefore, the sharing of student records or other confidential information with persons or agencies outside the school district via e-mail is prohibited without prior written consent of the student’s parent/guardian, unless disclosure is under an exception to FERPA (See policy JRA/JRC, Student Records/Release of Information on Students, for detailed information on student records and FERPA). Student records and other confidential information may be shared with other district staff members via e-mail, as long as the staff member with whom the records are shared has a legitimate educational interest in the student and the records are shared for a legitimate educational purpose.

The district retains the right to review, store and disclose all information sent over the district electronic mail systems for any legally permissible reason, including but not limited to, determining whether the information is a public record, whether it contains information discoverable in litigation and to access district information in the employee’s absence.

Electronic mail sent or received by the Board, the district or the district’s employees may be considered a public record subject to public disclosure or inspection under the Colorado Open Records Act. All Board and district electronic mail communications shall be monitored in accordance with the attached regulation to ensure that all public electronic mail records are retained, archived and destroyed in compliance with state law.

The custodian of records for the district shall assist the public in locating any specific public electronic mail record requested and shall ensure public access to public electronic mail records without unreasonable delay or cost.
District employees shall be subject to disciplinary action for violation of this policy and regulation.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 24-6-402(2)(d)(III) (if discuss pending legislation or public business via e-mail, e-mail is subject to open meetings requirements)
C.R.S. 24-72-204.5 (district must adopt policy on monitoring e-mail)
C.R.S. 24-80-101 et seq. (State Archives and Public Records)

CROSS REFS.: Administration policies:
GBEE*, Staff Use of the Internet and Electronic Communications
GBJ, Personnel Records and Files
JRA/JRC, Student Records/Release of Information on Students
JS*, Student Use of the Internet and Electronic Communications
KDB, Public's Right to Know/Freedom of Information
Public Electronic Mail Records

Upon sending or receiving electronic mail, all users shall segregate or store public electronic mail records.

Public electronic mail records are those that evidence the district’s functions, policies, decisions, procedures, operations or other activities of the district or that contain valuable district data. Segregation/storage may be accomplished by creating a separate storage location for public electronic mail on the hard drive of the recipient’s computer or terminal, by saving public electronic mail to a disk or similar storage apparatus or by printing the electronic mail on paper and deleting it from the electronic mail system. If the electronic mail is printed on paper, that document will be located with other documents having similar retention characteristics and will be treated like any other public record of the district. If a separate storage location or disk is used, it must be clearly identified as “public electronic mail.”

All district public electronic mail records that have not previously been printed on paper shall be retained by the recipient for a period of 180 days. Prior to expiration of the 180-day period, the recipient shall notify the custodian of records for the district.

The custodian shall review the electronic mail records and determine whether in his or her judgment the records are public electronic mail records. All electronic mail determined to be public shall be archived by the district in a manner that does not require proprietary software to retrieve the electronic mail and shall be treated like any other public record of the district. Electronic mail records determined not to be public records shall be destroyed.

Approved by the Board: December, 2005
Purpose:

In support of its mission of teaching and community service, the TRINIDAD SCHOOL DISTRICT #1 provides access to computing and information resources for students, faculty, and staff within institutional priorities and financial capabilities. The Computer Use Procedure contains the governing philosophy for regulating faculty, student, and staff use of the System's computing resources. It spells out the general principles regarding appropriate use of equipment, software, networks and data. In addition to this policy all members of the TRINIDAD SCHOOL DISTRICT #1 community are also bound by local, state, and federal laws relating to copyrights, security, and other statutes regarding electronic media.

The rules and conditions in the following document apply to all users of all systems in all locations TRINIDAD SCHOOL DISTRICT #1. Willful violations of the following policies may result in disciplinary action following normal Human Resources procedures and guidelines in consultation with the appropriate supervisor, which may result in actions up to and including termination and necessary legal action.

Policy:

In accordance with the Colorado Open Records Act (CRS § 24-72-201 et seq.), it should be recognized that all public records are open for inspection by any person at reasonable times. The basic definition of “public records” in CORA is “all writings made, maintained, or kept by the state . . . .” This includes information and e-mail on state employees’ computers. The only public records that fall outside this policy are records identified in specific exceptions set forth in CORA, in other Colorado statutes, and in federal law (including FERPA).

The TRINIDAD SCHOOL DISTRICT #1 has the right to monitor any and all aspects of its computer and telecommunications systems including employee e-mail, voice mail, and file structures on any TRINIDAD SCHOOL DISTRICT #1 system. TRINIDAD SCHOOL DISTRICT #1’s right to monitor its computer system and telecommunications equipment includes, but is not limited to, monitoring sites users visit on the Internet, monitoring chat groups and newsgroups, reviewing material downloaded or uploaded by users, and reviewing e-mail sent and received by users. The computer and telecommunication systems are provided to the employees to assist them in meeting the requirements for the performance of their positions in TRINIDAD SCHOOL DISTRICT #1. Employees should not have an expectation of privacy in anything that they create, send, or receive on TRINIDAD SCHOOL DISTRICT #1 systems. Since systems are provided for TRINIDAD SCHOOL DISTRICT #1 business, all transactions and all data on the systems are considered to be business-related and therefore owned by the TRINIDAD SCHOOL DISTRICT #1. All systems owned by TRINIDAD SCHOOL DISTRICT #1 are to be used for TRINIDAD SCHOOL DISTRICT #1 business purposes only. TRINIDAD SCHOOL DISTRICT #1’s control of all information on TRINIDAD SCHOOL DISTRICT #1
computers does not implicate intellectual property rights. Intellectual property rights are governed by Federal statutes.

Systems users should adhere to the following rules which apply to all computer and telecommunications resources including file servers, desktops, notebooks, laptops, handheld devices, network infrastructure, PBXs, voice mail systems, Internet connectivity, bulletin board systems, e-mail systems and other resources.

This policy will be updated from time to time at TRINIDAD SCHOOL DISTRICT #1’s discretion. For example, changes to this policy will be made periodically by TRINIDAD SCHOOL DISTRICT #1:

(a) When there is a change in applicable state or federal law;

(b) When new technology becomes available that increases TRINIDAD SCHOOL DISTRICT #1’s exposure to risks and consequently requires new control procedures.

Purchasing

All technology related purchases including: servers, desktop computers, laptop computers, notebooks, PDAs, monitors, projectors, external storage devices, printers, scanners, network infrastructure hardware, keyboards, mice, software and any/all peripherals MUST 1st be approved by the appropriate supervisor, and 2nd be approved by the Superintendent, or as delegated to the Director of Technology. Any purchases made not following these criteria will not be supported by the IT Department and will not be attached to any technology equipment belonging to TRINIDAD SCHOOL DISTRICT #1. Donated equipment is not required to meet these criteria. Any equipment purchased prior to the date of acceptance or revision of this policy, will be supported by the IT Department.

Computer Lab Addition or Expansion

Any addition of new computer labs must be presented to the IT Department. Where in the IT Department will determine the feasibility of the labs’ location, in relation to LAN accessibility, electrical needs, and time table required to complete the project. The IT Department will also address the issue of cost in relationship to purchasing new LAN hardware, LAN wiring, installation of LAN wiring, computers, printers, peripherals, and any other technology related items requested/required for the use of the lab.

User IDs and Passwords

All employees accessing any TRINIDAD SCHOOL DISTRICT #1 computer or communication system must have a unique User ID and Password. This includes user accounts for the Local Area Network, Servers. To maintain system security, users are not to login as another user. Generic logins will not be issued unless an application requires it with no work-around.
To protect themselves and the confidentiality of data, users are prohibited from disclosing their passwords to others. Logins and passwords are not to be written down and/or displayed or kept in places such as desk drawers, keyboard trays, etc. If a user suspects that their password has been disclosed, they are required to change it immediately. User accounts are not transferable to temporary employees; if someone will be filling in for a user during an absence, a temporary account must be used for the interim employee. Security will be set up to make the user’s data accessible by the person filling in.

Unattended Computers

To protect themselves and the confidentiality of data, users are required to logout, shut down their workstations, or activate a Windows screen saver with password protection when leaving their computers unattended, even if leaving for only a few minutes.

Logging Off / Shutting Down

Users are to completely log off and turn off their computers by selecting “Shutdown Computer” when leaving for the day. Users should always stay until their system shuts down according to the normal shutdown process. If the computer fails to shut down properly, the district’s IT Department should be notified. Never turn off the power before the shutdown process is completed to avoid possible file corruption.

Software

All users must comply with all software licenses, copyrights, and all other state and federal laws governing software licensing and intellectual property.

The installation, removal or copying of any software including customized programs, in-house developed applications, off the shelf software, gaming programs, public domain software (also known as shareware or freeware), or screen savers is prohibited by any user other than IT staff. Personal backgrounds or wall paper may be used subject to supervisor approval.

Exceptions are as follows:

- In areas where computer instruction is taught provisions will be made for the installation of software as part of normal classroom activities.
- Compiling any application as part of a classroom activity does not constitute the installation of software.
- The District shall ensure areas are set up so that faculty and staff may review and demo software that may meet their needs.
- Exceptions can be made on a case by case basis to allow individuals power user permissions for operation of their computer system.
Internet and E-mail

Users may be granted access to the Internet for informational and business purposes.

The use of any TRINIDAD SCHOOL DISTRICT #1 resources for electronic mail is made available for District business, including academic pursuits. Incidental and occasional personal use of electronic mail may occur when such use does not generate a direct cost for the District. Any such incidental and occasional use of District electronic mail resources for personal purposes is subject to the provisions of this policy.

All non-business usage, such as outside course/school or charitable work, would need to be authorized by the individual’s supervisor.

Users are not allowed to download software from the Internet (including browser Plug-ins). If you require software to be downloaded that is on the Internet, please submit a request to the District’s IT Department for assistance.

Fraudulent, harassing, embarrassing, indecent, profane, obscene, intimidating, or other unlawful material may not be sent via e-mail, viewed and downloaded, or passed by any other form of communication or be displayed or stored. Exceptions may be made for various instructional purposes.

Creation and forwarding of non-business e-mail including advertisements, chain mail, solicitations, promotions, political material, etc., are not allowed.

Hardware

TRINIDAD SCHOOL DISTRICT #1-owned computer equipment and peripherals may not be removed from the premises, relocated, or loaned to others without prior written authorization from Technology Department or appropriately authorized individual. Some employees who travel frequently may be assigned a laptop or portable device by the district. Computers or peripherals not owned by TRINIDAD SCHOOL DISTRICT #1 may be used on the District premises only as a stand-alone device not connected to any TRINIDAD SCHOOL DISTRICT #1 computer, network or telecommunication system. Exceptions to this may be the connection of personal computers to projection systems or other devices that are not part of the production network. This must be supervised by a District employee. TRINIDAD SCHOOL DISTRICT #1 is not liable for any damages to personal systems used in this manner. Only Authorized IT Staff are allowed to install applications or configure these devices. Some employees may be allowed to connect either their own computers or District owned computers to TRINIDAD SCHOOL DISTRICT #1 network from home or when traveling on District business, using a secure TRINIDAD SCHOOL DISTRICT #1-assigned VPN software. However, Technology Department personnel are not allowed to service any computer not owned by TRINIDAD SCHOOL DISTRICT #1

Personal Usage of Software/Hardware

TRINIDAD SCHOOL DISTRICT #1-owned computer equipment and software applications may not be used for personal business at any time or for any reason, outside of incidental use.
Any software not owned by TRINIDAD SCHOOL DISTRICT #1 may not be installed on TRINIDAD SCHOOL DISTRICT #1-owned computer equipment. All computer equipment assigned to employees must be returned intact upon termination of employment.

Backups

The Technology Department is responsible for performing nightly backups on network and servers only. Local PC hard drives will not be backed up in any way. For this reason, the use of local PC hard drives for file storage is greatly discouraged. All users are required to log out of the system completely at the end of every work day. If a user has not properly logged out of the network at the time of backup, active files cannot be backed up.

Local PC hard drives will be erased when employment ends or the PC (Desktop PC, Laptop Computer, PDA, etc.) is taken out of service. Any data on the local PC hard drive is subject to loss and will not be recovered. Any work related documentation would be forwarded to the appropriate individual(s) designated by the supervisor.
Security Violations

All TRINIDAD SCHOOL DISTRICT #1 employees have a duty to report all information regarding security violations or misuse of hardware or software to either their supervisor and Technology Department immediately in written form.

Examples of Prohibited Activities

Prohibited activities on TRINIDAD SCHOOL DISTRICT #1 computers and telecommunications systems include but are not limited to:

Sending, receiving, displaying, printing, otherwise disseminating, or storing material that is fraudulent, harassing, illegal, abusive, indecent, embarrassing, profane, sexually explicit, obscene, intimidating, political, or defamatory. Exceptions may be made for legitimate instructional purposes.

Transmitting to others, in any location, images, sounds or messages that might reasonably be considered harassing;

Screen displays of images, sounds or messages that could create an atmosphere of discomfort or harassment for others, especially those considered obscene or sexually explicit;

Attempting to forge electronic mail messages or using someone else’s electronic mail;

Accessing personal interest sites, viewing chat rooms (except chat rooms integrated within the course management system), or using recreational games for other than occasional use.

Using TRINIDAD SCHOOL DISTRICT #1 computers for commercial gain or private profit;

Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, music, videotapes, books, or other copyrighted sources, and copyrighted software;

Exporting software or technical information in violation of U.S. export laws;

Posting or e-mailing scams such as “make money fast” schemes or pyramid/chain letters;

Threatening bodily harm or property damage to individuals or groups;

Making fraudulent offers of products, items, or services originating from a user’s account;

Attempting to access the accounts of others, or attempting to penetrate security measures of other entities’ systems (“hacking”), whether or not the intrusion results in corruption or loss of data;

Accessing another person’s computer, computer account, files, or data without permission;
Using any means to decode or otherwise obtain restricted passwords or access control information;

Attempting to circumvent or subvert system or network security measures. Examples include creating or running programs that are designed to identify security loopholes, to decrypt intentionally secured data, or to gain access to any system;

Initiating or facilitating in any way mass unsolicited and unofficial electronic mailing (e.g., “spamming”, “phishing”, “flooding”, or “bombing”);

Engaging in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, damaging files or making unauthorized modifications to data;

Engaging in any other activity that does not comply with the general principles presented above.

Frequently Asked Questions and Answers

1. Does the hardware and software purchased by my department from grant funds belong to TRINIDAD SCHOOL DISTRICT #1?

Yes, it does. The grant funds are almost certainly money provided under a contract between TRINIDAD SCHOOL DISTRICT #1 and the grant source. As such, they are monies of TRINIDAD SCHOOL DISTRICT #1 and anything purchased or leased or created through the use of that money belongs to the TRINIDAD SCHOOL DISTRICT #1. So this policy applies, and TRINIDAD SCHOOL DISTRICT #1 has the right to access that hardware and software as may be necessary.

2. Does TRINIDAD SCHOOL DISTRICT #1 have the right to look at my accounts, files, and electronic communications?

Yes, TRINIDAD SCHOOL DISTRICT #1 officials have a right to look at any user's electronic accounts, files, or communications within the limits established by law. Employees need to understand that there is no absolute right to personal privacy when the employee is using the employer's equipment, including IT resources. TRINIDAD SCHOOL DISTRICT #1 does not routinely monitor the content of files or communications, but may view contents whenever it has a business or legal need to do so.

You should also be aware that the files you maintain on TRINIDAD SCHOOL DISTRICT #1 IT resources may be considered public records and the TRINIDAD SCHOOL DISTRICT #1 may be required to make them available for inspection under the Colorado Open Records Act. In addition, the Act defines $public records$ to include electronic mail messages which means that your email messages also may be subject to public inspection.

3. Does TRINIDAD SCHOOL DISTRICT #1 have the right to delete my data or block my communications?

TRINIDAD SCHOOL DISTRICT #1 IT administrators are charged with maintaining and operating the resources for the benefit of all members of TRINIDAD SCHOOL DISTRICT #1. If someone's data consumes so much storage that others are denied storage or if someone's web page attracts so much network traffic that others are denied network access, the administrator of those resources has the right to remove the material. Whenever possible, users are given an opportunity to backup data to other media before it is removed.

4. Who can work on equipment?

TRINIDAD SCHOOL DISTRICT #1 faculty, staff and student may use computers. However, only certified IT Staff can service District owned computers, printers, projectors, PDAs, etc. This includes installation of software applications (i.e., Microsoft Word, Excel, Adobe Photoshop, etc.) TRINIDAD SCHOOL DISTRICT #1 IT Staff will not support computers, PDAs, etc. that do not belong to TRINIDAD SCHOOL DISTRICT #1.
5. Who installs updates, browsers and plug-ins?

Only IT Staff are allowed to install updates, browsers and plug-ins. Some updates, plug-ins, etc. may be installed through a variety of methods that will not require user intervention.

6. Who can access my computer?

Your immediate supervisor and the Director of Technology or authorized IT Department personnel. It is recommended that if access to an employees' computer is required, that at least two (2) higher ranking TRINIDAD SCHOOL DISTRICT #1 personnel be present (i.e., accessing an instructor's computer, the building Principal and the Director of Technology; accessing a Principals computer, the Superintendent and the Director of Technology; accessing the Superintendent’s computer, the Assistant Superintendent or Acting Superintendent and the Director of Technology.) Please keep in mind as previously stated that information on a TRINIDAD SCHOOL DISTRICT #1 computer is subject to Open Records Act (CRS § 24-72-201 et seq.) A courtesy notification will be made, but will not be required.
Official school records shall be retained and/or disposed of in accordance with the following district-developed schedule:

<table>
<thead>
<tr>
<th>Record</th>
<th>Period of Retention</th>
<th>Disposition</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student registers</td>
<td>Permanent</td>
<td>Microfilm</td>
<td>Central office</td>
</tr>
<tr>
<td>Ledger/Journal entries</td>
<td>7 years</td>
<td>destroy</td>
<td>Central School Office</td>
</tr>
<tr>
<td>Checks/bills</td>
<td>6 years</td>
<td>destroy</td>
<td>Central School Office</td>
</tr>
<tr>
<td>Bond issue materials</td>
<td>6 years</td>
<td>destroy</td>
<td>Central Office</td>
</tr>
<tr>
<td>Bank deposit slips/statements</td>
<td>6 years</td>
<td>destroy</td>
<td>Central Office</td>
</tr>
<tr>
<td>Insurance policies</td>
<td>6 years after expiration</td>
<td>destroy</td>
<td>Central Office</td>
</tr>
<tr>
<td>Annual audit reports</td>
<td>6 years until superseded</td>
<td>destroy</td>
<td>Central Office</td>
</tr>
<tr>
<td>Inventory records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board minutes</td>
<td>permanent</td>
<td>hard copy/ Microfilm</td>
<td>Central Office</td>
</tr>
<tr>
<td>Payroll records</td>
<td>7 years</td>
<td>destroy</td>
<td>Central Office</td>
</tr>
<tr>
<td>Personnel records</td>
<td>permanent</td>
<td>hard copy/ Microfilm</td>
<td>Central Office</td>
</tr>
<tr>
<td>Academic student records 7-12</td>
<td>permanent</td>
<td>hard copy/ Microfilm</td>
<td>Central Office</td>
</tr>
<tr>
<td>Special Ed records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deeds</td>
<td>permanent</td>
<td>hard copy</td>
<td>Central Office</td>
</tr>
<tr>
<td>Accident reports-Student/employees</td>
<td>6 years</td>
<td>destroy</td>
<td>School/Central Office</td>
</tr>
</tbody>
</table>

If records are microfilmed, two copies shall be made, properly labeled and stored in two different locations. At least one of these copies shall be stored in a fireproof container. All hard copy materials shall be stored in fireproof containers.

Adopted by the Board: December 14, 1994
Revised by the Board: December, 2005
Insurance Program/Risk Management

The district has the responsibility for maintaining an adequate insurance program covering its buildings and grounds, fleet of school buses, employees and Board members carrying out official duties for the district.

The superintendent shall obtain insurance coverage against theft and casualty losses to the levels recommended by the Colorado School District Self-Insurance Pool of replacement value and against losses to Board, staff or the district itself in an amount that is reasonable for school districts of like size and in accordance with state law. Accordingly, the superintendent will periodically review the district insurance coverages and programs, recommending to the Board those changes which he or she feels are in the best interest of the district.

The district's insurance program shall minimally consist of the following:

1. Fidelity and crime insurance
2. Building/property—all risk insurance
3. Vehicle insurance—liability/property damage/comprehensive/collision
4. General/legal/employee liability insurance
5. Student accident insurance
6. Workers' Compensation insurance
7. Employee health (medical, dental, vision/life/disability) insurance

Adopted by the Board: December 14, 1994
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 8-44-110
   C.R.S. 22-32-110 (1)(s),(t),(u),(v)
   C.R.S. 22-45-103 (1)(c),(e)
   C.R.S. 22-54-105 (2)
   C.R.S. 24-10-115
   C.R.S. 24-10-115.5
   C.R.S. 29-13-101 et seq.

CROSS REFS.:
   Administration policies:
      GBD, Workers' Compensation
      JLA, Student Insurance Programs
Compliance with the Health Insurance Portability and Accountability Act

The superintendent or designee shall take steps to ensure compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Compliance activities shall include conducting an audit to determine applicability of HIPAA to district operations, recommending Board policies to be adopted, adoption or revision of administrative policies and procedures and implementation of same, including record keeping procedures, preparation of necessary documents, employee training, and all other activities necessary to ensure compliance.

Adopted by the Board: December, 2005

65 Fed. Reg. 50312-50372
65 Fed. Reg. 82462-82829
63 Fed. Reg. 43242-43280
67 Fed. Reg. 53182-53273

CROSS REFS.:
Administration policies:
GBJ, Personnel Records and Files
GCBD, Professional Staff Fringe Benefits
JLA, Student Insurance Programs
JLC, Student Health Services and Records
JLCEA*, Students with Special Health Needs
JLCG*, Medicaid Reimbursement
JRA/JRC, Students Records/Release of Information on Students

Board policies:
EL-3, Development of Administration Policy
E-4, Communication and Counsel to the Board
EL-9, Treatment of Students, Parents and Community
Facilities Development Goals/Priority Objectives

The district believes that a quality educational program is affected to a great extent by the environment within which it functions. The development of a quality educational program and school facilities which promote the implementation of the program go hand in hand.

Therefore, it is the goal of the district to provide and maintain the number of facilities needed for the enrollment and the types of facilities supportive of the educational program.

Adopted by the Board: March 2000
Revised by Board: December, 2005
Facilities Funding

The district may submit to the registered qualified electors of the school district, at any regular school election or at a special election called for the purpose, the question of contracting a bonded indebtedness for any of the following purposes:

1. Acquiring or purchasing buildings or grounds.

2. Enlarging, improving, remodeling, repairing or making additions to any school building.

3. Constructing or erecting school buildings.

4. Equipping or furnishing any school building, but only in conjunction with a construction project for a new building or for an addition to an existing building or in conjunction with a project for substantial remodeling, improvement, or repair of an existing building.

5. Improving school grounds.

6. Funding floating indebtedness.

Before such a bond election, the specific needs for facilities shall be made clear to the general public, and careful estimates will be made as to the amounts required for the sites, buildings and equipment.

Following approval by the voters, the bonds to be issued will be advertised in newspapers and national financial journals, the date of issue being coordinated with tax collection dates, payments on bonds already outstanding and favorable market conditions. Disposition of the bonds then shall be accomplished by public sale on the basis of sealed bids. The Board reserves the right to reject any and all bids.

The bond and interest fund of the district comes directly and solely out of the levy of taxes initiated by the successful bond election. In anticipation of interest and principal payments, the Board will adopt annual resolutions authorizing the withdrawal from the bond and interest fund of the amounts needed to meet the payments due and the deposit of such moneys with the depository for honoring the bonds and interest coupons presented for payment.

The building fund is the fund authorized by the approval of the bond issue. The initial receipts from the sale of bonds are deposited in this fund, and actual expenditures for
sites, buildings and equipment are made from it. The Board will adopt an annual budget resolution authorizing the withdrawal from the fund of the amounts needed to meet the payments due architects, contractors and other individuals or firms. The Board shall receive periodic reports on the expenditures made from this fund as compared with the original appropriations for the various projects included.

Adopted by the Board: March 2000  
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-30.5-401 et seq. (Charter School Capital Facilities Financing Act)  
  C.R.S. 22-41-110 (payment of bonds)  
  C.R.S. 22-41.5-101 et seq. (weakening of debt limitations)  
  C.R.S. 22-42-101 et seq. (bonded indebtedness)  
  C.R.S. 22-45-103 (1)(b) and (d) (bond redemption and special building and technology funds)  
  C.R.S. 29-14-101 et seq. (Bond Anticipation Note Act)

CROSS REFS.:  
  Administration policy:  
    LBDA*, Facilities Planning and Funding for Charter Schools

  Board policies:  
    EL-4, Communication and Counsel to the Board  
    EL-16, Financial Administration
NAMING OF SCHOOLS AND FACILITIES

Purpose: To establish a method for naming schools and facilities, including rooms.

The naming or renaming of a District school facility or a portion of a school or facility must be approved by the Board of Education.

New schools/facilities will be named for persons who have attained local or national prominence; a geographic area served by the school/facility; or the function of the facility, in the case of non-instructional facilities. A new school/facility that replaces an existing school/facility on the same or on a different site will be given the name of the school facility it replaces. Before naming or changing the name of a new school, facility, or portion of a school or facility is finalized, school and community input shall be sought.

Anyone may submit a request for a school or facility name to the Board for consideration. Requests or suggestions for naming/renaming must be in writing, stating the rationale justifying the recommended name. Once a request is received, the Board Members will appoint an ad hoc advisory committee to consider recommendations for naming/renaming of schools, facilities or portions of a school facility. Personal prejudice or favoritism, political pressure and current fashion shall not influence the selection process by either Board Members or committee. In the case of a new school or facility used by students, the committee shall include patrons and students in the area. Recognizing that the ethnic and cultural composition of a local school community will change, the name selected should have broad acceptance in a multicultural society.

Once a school, facility, or a portion of a building is named after a person, it shall not be renamed except for compelling reasons. If a school/facility is demolished, the name may be used again.

Adopted: May 27, 2008
Open Hiring/Equal Employment Opportunity

The district subscribes to the fullest extent 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 shall promote and provide for equal opportunity in recruitment, selection, promotion and dismissal of all personnel. Total commitment on the part of the district towards equal employment opportunity shall apply to all people without regard to race, color, sex, religion, national origin, age, marital status, disability or handicap.

Every available opportunity shall be taken to ensure that the district does not discriminate in any area of employment including job advertising, pre-employment requirements, recruitment, compensation, fringe benefits, job classifications, promotion and termination.

Adopted by the Board: March 2000
Revised by the Board: December, 2005

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. §701 et seq. (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. §1201 et seq. (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)
C.R.S. 22-32-110 (1)(k)
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. 24-34-402 et seq. (discriminatory or unfair employment practices)

CROSS REFS.:
Administration policies:
AC, Nondiscrimination/Equal Opportunity
ACE, Nondiscrimination on the Basis of Handicap/Disability
GBAA, Sexual Discrimination and Harassment

Board policies:
EL-4, Communication and Counsel to the Board
EL-12, Staff Treatment
Sexual Discrimination and Harassment

The district is committed to a learning and working environment that is free from sexual discrimination and harassment. It shall be a violation of policy for any member of the district staff to discriminate against another on the basis of sex or harass another staff member or student through conduct or communications of a sexual nature.

Sexual harassment

Sexual harassment is recognized as a form of sex discrimination and thus a violation of the laws which prohibit sex discrimination.

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

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.

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, employment status or similar personal concerns.
Grievance procedure

All employees shall have a ready means of resolving any claim of sexual discrimination. Grievance procedures for sexual harassment are set forth in GBAA-R. All other complaints regarding sexual discrimination shall be filed with the superintendent.

Filing of a grievance or otherwise reporting sexual discrimination or harassment shall not reflect upon the individual's status or affect future employment or work assignments. All matters involving sexual discrimination or harassment complaints shall remain confidential to the extent possible.

Notice of policy

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

All district employees shall receive annual training related to recognizing and preventing sexual harassment and discrimination.

Adopted by the Board: March 2000
Revised by the Board: December, 2005

LEGAL REFS.: 42 U.S.C. §2000e et seq. (Title VII of the Civil Rights Act of 1964)  
C.R.S. 24-34-401 et seq. (discrimination or unfair employment practices)  
C.R.S. 22-34-301 et seq. (Colorado Civil Rights Division procedures)

CROSS REFS.:  
Administration policy:  
AC, Nondiscrimination/Equal Opportunity

Board policy:  
EL-12, Staff Treatment
SEXUAL HARASSMENT

(Grievance Procedure)

1. A staff member who believes he/she has been subject to sexual harassment will report the incident to the Superintendent, who shall be referred to the Civil Rights Compliance Officer. The Civil Rights Compliance Officer shall undertake an investigation of the matter.

2. Upon receiving a complaint, the Civil Rights Compliance Officer will confer with the staff member who has allegedly been harassed as soon as is reasonable possible, but in no event more than two (2) working days from the date of receipt of the complaint, in order to obtain a clear understanding of the basis of the complaint and to discuss what action the staff member is seeking.

3. At the initial meeting with the staff member, the Civil Rights Compliance Office will explain the avenues for informal and formal action and provide a description of the grievance procedure. The Civil Rights Compliance Officer will explain the whether or not the staff member files a formal grievance or otherwise requests action, the District is required by law to take steps to correct the harassment and to prevent recurring harassment or retaliation against anyone who makes a harassment report or participates in an investigation. The Civil Rights Compliance Officer will also explain to the staff member that any request for confidentiality will be honored so long as doing so does not preclude the school from responding effectively to the harassment and preventing future harassment.

4. Following the initial meeting with the staff member, the Civil Rights Compliance Officer will attempt to meet with the alleged harasser in order to obtain a response to the reported harassment. The Civil Rights Compliance Officer will conduct a thorough investigation, including additional interviews with the parties and interviews with witnesses, if available. The Civil Rights Compliance Officer will complete the investigation within fourteen (14) working days of the initial meeting with the staff member.

5. Within seven (7) working days of completing the investigation, the Civil Rights Compliance Officer will determine whether the matter should proceed formally or
informally. On the basis of the Civil Rights Compliance Officer’s investigation and if the staff member requests that the matter be resolved in an informal manner and the Civil Rights Compliance Officer agrees the matter is suitable for such resolution, the Civil Rights Compliance Officer may attempt to resolve the matter informally through conciliation.

6. If the staff member requests a formal grievance process, the Civil Rights Compliance Officer will transfer the record to the Superintendent or his designee for formal resolution within seven (7) working days of completing the investigation, and so notifying the parties by certified mail.

7. After receiving the record made by the Civil Rights Compliance Officer, the Superintendent or his designee may gather additional evidence necessary to decide the case. Within fourteen (14) working days of receiving the record, the Superintendent or his designee will announce any sanctions or other action deemed appropriate, including recommendations to the Board for disciplinary or other action.

8. Whether or not a formal grievance was filed, the District will take all reasonable steps necessary to end the harassment, to prevent harassment from reoccurring and to prevent retaliation against anyone that reports sexual harassment or participates in a harassment investigation.

9. All parties will be notified by the Superintendent of the final outcome of the investigation and all steps taken by the District.

10. At any time, the staff member making a report of sexual harassment may request an end to the informal process and begin the formal grievance process.

Adopted by the Board: December, 2005

Revised by the Board: August, 2016
Sexual Harassment Complaint Form

Name___________________________________________ Date_______________

Address____________________________________________________________

Date(s) of incident(s)__________________________________________________

Describe the incident(s)________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Name(s) of person(s) involved in the incident:______________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Name(s) of any witness(es) to incident(s)__________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

What resolution of this incident are you requesting?__________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

If necessary, please attach additional pages to provide a complete response.

Issued: March 1995
Revised: December, 2005
Staff Involvement in Decision Making

The district shall encourage employee participation in decision making for the school district in accordance with the following statements:

**Staff advisory functions**

In the development of administration policy and regulations and arrangements for the operation of the school system, the superintendent shall include at the planning stage, whenever feasible, those employees who will be affected by such provisions.

The superintendent shall evolve with licensed and classified employees channels for the ready intercommunication of ideas and feelings regarding the operation of the schools. The superintendent shall weigh with care the counsel given by employees, especially that given by groups designated to represent large segments of the staff, and shall inform the Board of such counsel as needed for fully informed Board choices.

**Staff advisory committees**

To the end that joint advice may be readily available for the purpose described above; the staff shall be encouraged to elect advisory committees to work with principals and the superintendents in the areas of concern to the staff. Furthermore, the superintendent and principals shall, at their own discretion, appoint additional committees for such functions as are not being performed by existing groups.

Each elected staff committee shall act in an advisory capacity to the administrative officer responsible for the area in which the committee was elected to operate. Each appointed committee shall act in an advisory capacity to the administrative officer by whom it was appointed.

**Teachers’ council**

The staff is encouraged to establish a teachers’ council, which shall be advisory in nature, in each of its respective schools to work with the principals and the superintendent in areas of concern to the staff.

Adopted by the Board: December 2005

CROSS REFS.:

Board policies:
- EL-3, Development of Administration Policy
- EL-4, Communication and Counsel to the Board
- EL-12, Staff Treatment
- GP-6, Board Committee Principles
- GP-7, Committee Structure
- GP-10-E, Handling Operational Issues Raised by a Community or Staff Member
Staff Ethics/Conflict of Interest

No employee of the district shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his or her duties and responsibilities in the school system.

It shall be understood that all confidential information an employee is privy to as a result of district employment will be kept strictly confidential. In addition, employees shall not utilize information solely available to them through school sources to engage in any type of work outside of the school district. This includes information concerning potential customers, clients or employers.

An employee shall not sell any books, instructional supplies, musical instruments, equipment or other school supplies to any student or to the parents/guardian of a student who attends the school served by the employee unless prior approval has been obtained from the superintendent.

Family relationships

Two or more members of a family may be employed by the school district provided that no more than one member of one family other than a spouse is assigned to the same school, to the same principal or to the same immediate supervisor as the person responsible for assignment duties and/or evaluating work performance. Nor shall a person be in a position in which he or she shall evaluate and/or supervise an immediate or closely-related family member.

When such a family relationship is established after employment, a transfer shall be affected at a subsequent date convenient to the school district.

Exceptions to this policy may be granted by the superintendent when it is deemed to be in the best interest of the school district.

A close relative is defined as a father, mother, brother, sister, spouse, son, daughter, son-in-law, daughter-in-law, sister-in-law or brother-in-law.

Adopted by the Board: August 1991
Revised by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REFS.: Constitution of Colorado, Article X, Section 13 (felony to make a profit on public funds)
C.R.S. 22-63-204 (teachers receiving money for items sold to students/parents without written consent from Board)
C.R.S. 24-34-402 (discriminatory and unfair employment practices)
C.R.S. 24-34-402 (1)(h) *(nepotism provisions)*

CROSS REFS.:

*Administration policies:*
- GBEB, Staff Conduct (And Responsibilities)
- GCE/GCF, Professional Staff Recruiting/Hiring
- GDE/GDF, Support Staff Recruiting/Hiring

*Board policies:*
- B/SR-4, Delegation to the Superintendent
- EL-12, Staff Treatment
Staff Conduct  
(And Responsibilities)

All staff members have a responsibility to make themselves familiar with and abide by federal and state laws as these affect their work, and the policies and regulations of the district.

Rules of conduct
Each staff member shall observe rules of conduct established in law which specify that a school employee shall not:

1. Disclose or use confidential information acquired in the course of employment to substantially further personal financial interests.

2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position, or which the staff member knows or should know is primarily for the purpose of a reward for action taken in which the staff member exercised discretionary authority.

3. Engage in a substantial financial transaction for private business purposes with a person whom the staff member supervises.

4. Perform any action in which the staff member has discretionary authority which directly and substantially confers an economic benefit on a business or other undertaking in which the staff member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent.

The phrase $economic benefit tantamount to a gift of substantial value$ includes a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value.

It is permissible for an employee to receive:

1. An occasional non-pecuniary gift which is insignificant in value.


3. Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting at which he or she is scheduled to participate.
4. Reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the position.

5. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events.

6. Payment for speeches, appearances or publications reported as honorariums.

All staff members shall be expected to carry out their assigned responsibilities with conscientious concern.

It shall not be considered a breach of conduct for a staff member to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates on an occasional basis.

2. Accept or receive a benefit as an indirect consequence of transacting school district business.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities which shall be required of all personnel:

1. Faithfulness and promptness in attendance at work.

2. Support and enforcement of policies of the Board and regulations of the school administration in regard to students.

3. Diligence in submitting required reports promptly at the times specified.

4. Care and protection of school property.

5. Concern and attention toward their own and the school system's legal responsibility for the safety and welfare of students including the need to insure that students are supervised at all times.

A staff member may request an advisory opinion from the secretary of state concerning issues relating to conduct that is proscribed by state law.

**Child abuse**

All district employees who have reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with policy JLF.
The superintendent is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetrator is a school district employee. Such information shall remain confidential except that the superintendent shall notify the Colorado Department of Education of the child abuse investigation.

Possession of deadly weapons
The provisions of the policy regarding public possession of deadly weapons on school property or in school buildings also shall apply to employees of the district. However, the restrictions shall not apply to employees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

Felony/misdemeanor convictions
If, subsequent to beginning employment with the district, the district learns or has good cause to believe that any staff member has been convicted of any felony or misdemeanor other than a misdemeanor traffic offense or infraction, the district shall make inquiries to the Department of Education for purposes of screening the employee.

In addition, the district shall require the employee to submit a complete set of fingerprints taken by a qualified law enforcement agency. Fingerprint results shall be submitted within 20 days of receipt of written notification. The fingerprints shall be forwarded to the Colorado Bureau of Investigation for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation. Depending on the results of the fingerprint check, disciplinary measures, which could include termination of employment, may be taken.

Employees shall not be charged fees for processing fingerprints under these circumstances.

Unlawful behavior involving children
The district may make an inquiry with the Department of Education concerning whether any current employee of the school district has been convicted of, pled nolo contendere to, or received a deferred sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the employee’s fitness for employment.
Personnel addressing health care treatment for behavior issues
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 and obtaining prior written permission from the student or from the student’s parent/guardian. 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 school personnel may have.

Adopted by the Board: February 2000
Revised by the Board: September 2002
Revised by the Board: September 2003
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 18-12-105.5
C.R.S. 18-12-214 (3)(b) (school security officers may carry concealed handgun pursuant to valid permit)
C.R.S. 19-3-308 (5.7)
C.R.S. 22-32-109(1)(ee) (duty to adopt policy prohibiting personnel from recommending certain drugs for students or ordering behavior tests without parent permission)
C.R.S. 22-32-109.1 (8) (policy requiring inquiries upon good cause to department of education for purpose of screening employees is required part of safe schools plan)
C.R.S. 22-32-109.7
C.R.S. 22-32-109.9
C.R.S. 22-32-110 (1)(k)
C.R.S. 24-18-104
C.R.S. 24-18-109

CROSS REFS.: Administration policies:
    JLC, Student Health Services and Records
    JLDAC, Screening/Testing of Students
    JLF, Reporting Child Abuse/Child Protection
    KFA, Public Conduct on School Property

Board policy:
    EL-12, Staff Treatment
Trinidad School District #1

Staff Dress Code

The goal of establishing a dress code is to allow staff to work comfortably but still project a professional image for students, parents, colleagues and community members.

It is appropriate that a certain day of the week be designated as “dress down” day. On this day, casual clothing is acceptable. Care always should be taken to not wear clothing or accessories which are potentially offensive or suggestive, particularly logos or slogans imprinted on or attached to apparel that refer to drugs, tobacco, alcohol, or weapons or have a sexual connotation.

Casual business dress is the standard for professional appearance. No dress code can cover all attire alternatives. It is reasonable to interpret casual business apparel, at least, as collared shirts, dress shirts, sweaters, pullovers or turtlenecks, full-length trousers (not sweat pants) do represent acceptable attire for male employees. Collared or other type blouses, sweaters, pullovers, turtlenecks, pant suits, skirts, full-length slacks (not sweat pants), or capri pants do represent acceptable attire for female employees.

It is not unreasonable to expect attire to be clean and in good condition. Further, clothing which reveals an excessive amount of the human anatomy and is suggestive is not professionally acceptable.

Exceptions to casual business dress expectations may occur when a job assignment such as physical education, food preparers, custodians, CTE Instructors, etc. requires other standard apparel.

Footwear in good repair is expected. Wearing caps or hats is not considered appropriate while conducting an assigned duty unless the assignment requires such apparel. Head covers that are required for religious purposes or to honor cultural tradition, or are a standard for assignment are allowed.
Building principals or administrative department heads are expected to inform staff of the dress policy and monitor staff for compliance.

Adopted by the Board: February 2000
Revised by the Board: March 2010

LEGAL REF:  C.R.S. 22-32-109 (1)(cc)  (districts required to have staff dress code)
CROSS REFS:  Administration policies:
  GBE, Staff Conduct (and Responsibilities)
  JICA, Student Dress Code

Board policy:  EL-12, Treatment of Staff
Gifts to and Solicitations by Staff

Gifts

Gifts from students: Teachers and other employees of the district shall not accept gifts from students except as such gifts represent tokens. The district considers letters from students expressing gratitude and appreciation to be appropriate.

Gifts from staff members to staff members: Individual employees shall refrain from giving gifts to staff members who exercise any administrative or supervisory jurisdiction over them, either directly or indirectly. Generally, the collection of money for group gifts shall be discouraged except in special circumstances such as bereavement, serious illness or mementos at retirement.

Gifts from companies: All district employees are prohibited from accepting gifts of other than nominal value from companies or organizations doing business with the school district. Exceptions to this policy are the acceptance of minor items which are generally distributed by the company or organization through its public relations program.

Solicitations

No organization may solicit funds of staff members within the schools nor may anyone distribute flyers or other materials related to fund drives through the schools without the approval of the superintendent. Nor shall staff members be made responsible or assume responsibility for the collection of money or distribution of any fund drive literature within the schools without such activity having the superintendent's approval.

As a matter of policy, the district expects such activities to be kept to a minimum.

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 24-18-104 (rules of conduct for public employees)

CROSS REFS.: Administration policies:
DJG, Vendor Relations
GBEB, Staff Conduct (And Responsibilities)
Alcohol and Drug-Free Workplace

The Board recognizes the importance of maintaining a workplace that is free from alcohol and drugs to enhance the safety and welfare of employees and students and ensure compliance with applicable law. Accordingly, it shall be a violation of Board policy for any district employee to possess, use or be under the influence of alcohol or illicit drugs on district property, in or on district vehicles, at any school-sponsored or district-sponsored activity or event, or off district property when the employee is on duty.

For purposes of this policy, "illicit drugs" means narcotics, drugs and controlled substances as defined in law. Although some actions involving marijuana are no longer prohibited by state law, federal law still prohibits the manufacture, sale, distribution, possession and use of marijuana. As a recipient of federal funds, the district has an obligation to maintain a drug-free workplace. Thus, marijuana is an illicit drug for purposes of this policy. "Illicit drugs" also includes any prescription or over-the-counter drug that does not meet the following four criteria: (1) the employee has a current and valid prescription for the drug or the drug is sold over-the-counter; (2) the drug is used or possessed for the purpose for which it was prescribed or sold over-the-counter; (3) the drug is used or possessed at the dosage prescribed or recommended; and (4) the drug is used or possessed consistent with the safe and efficient performance of the employee's job duties.

Observance of this policy is a condition of employment. A violation shall subject the employee to appropriate disciplinary action which may include suspension, termination and referral for prosecution. In appropriate circumstances and at the district's sole discretion, disciplinary sanctions may include the completion of an approved drug or alcohol abuse assistance or rehabilitation program. Any such program shall be at the employee's expense. However, the district is not required to offer rehabilitation in lieu of termination or other discipline to any employee who has violated this policy.

After investigation, the superintendent may reinstate an employee who has been suspended if it appears to be in the best interests of the district. The matter shall be reported to the Board of Education.

Drug-Free Workplace Act

Under the federal Drug-Free Workplace Act (the Act), the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in any district workplace. The Act defines "controlled substance" as a controlled substance in schedules I through IV of 21 U.S.C. section 812, which includes but is not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine).
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Pursuant to the Act, any employee who is convicted or pleads nolo contendere under any criminal drug statute for a violation occurring in the workplace shall notify the superintendent no later than five days after the conviction. The district has an obligation under the Act to notify the appropriate federal agency within 10 days after receiving notice of such conviction if there is a relationship between federal funds received by the district and the convicted employee’s work site.

**Awareness and prevention program**

The superintendent shall establish an awareness and prevention program to inform employees about:

1. The dangers of drug and alcohol abuse.
2. The Board's policy of maintaining an alcohol and drug-free workplace.
3. Available drug and alcohol counseling, rehabilitation and employee assistance programs.
4. Penalties that may be imposed upon employees for violations of this policy.

The Board shall conduct a periodic review of its awareness and prevention program to determine its effectiveness and implement appropriate changes.

**Notification to employees**

Information about the standards of conduct required by this policy shall be communicated to employees. All employees shall acknowledge receipt of this policy and related information.

Adopted by the Board: May 1989
Revised: August 1991
Revised: March 1995
Revised: December 2005
Revised: March 2015

**LEGAL REFS.:** 20 U.S.C. 7101 et seq. (Safe and Drug-Free Schools and Communities Act)

21 U.S.C. 812 (definition of controlled substance)


34 C.F.R. Part 84 (regulations implementing the Drug-Free Workplace Act)
Colo. Const. Art. XVIII, Section 16(6) (employers may restrict marijuana use, possession, sale, etc. by employees)

C.R.S. 18-18-407 (2) (crime to sell, distribute or possess any controlled substance on or near school grounds or school vehicles)

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 use of retail marijuana on school property)

CROSS REFS.: **EEAEAA**, Drug And Alcohol Testing For Bus Drivers

**GCQF**, Discipline, Suspension and Dismissal of Professional Staff

**GDQD**, Discipline, Suspension and Dismissal of Support Staff

**JICH**, Drug and Alcohol Involvement by Students
Staff Use of the Internet and Electronic Communications

The Internet and electronic communications (email, chat rooms and other forms of electronic communication) have vast potential to support curriculum and learning. The Board of Education believes 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 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.

The Internet and electronic communications are fluid environments in which users may access materials and information from many sources. Staff members shall take responsibility for their own use of district computers and computer systems to avoid contact with material or information that violates this policy.

Blocking or filtering obscene, pornographic and harmful information

To protect students from material and information that is obscene, child pornography or otherwise harmful to minors. Software that blocks or filters such material and information has been installed on all district computers having Internet or electronic communications access. Blocking or filtering software 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 computers and computer systems are owned by the district and are intended for educational purposes and district business at all times. Staff members shall have no expectation of privacy when using the Internet or electronic communications. The district reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of district computers and computer systems, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through district computers and computer systems shall remain the property of the school district.

Public records

Electronic communications sent and received by district employees may be considered a public record subject to public disclosure or inspection under the Colorado Open Records Act. All employee electronic communications 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 shall use district computers and computer systems in a responsible, efficient, ethical and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of district computers and computer systems 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 staff member 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 district education objectives
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, creed, sex, sexual orientation, religion, national origin, ancestry, age, marital status or disability
- 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, 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 district computer systems is a high priority. Staff members who identify a security problem while using the Internet or electronic communications must immediately notify a system administrator. Staff members should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited.

Staff members shall not:

- use another person's password or any other identifier

- gain or attempt to gain unauthorized access to district computers or computer systems

- 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 other computer systems, may be denied access to the Internet and electronic communications.

**Confidentiality**

Staff members shall not access, receive, transmit or retransmit material regarding students, parents/guardians, district employees or district affairs that is protected by confidentiality laws unless such access, receipt or transmittal is in accordance with their assigned job responsibilities, applicable law and district policy. It is imperative that staff members who share confidential student information via electronic communications understand the correct use of the technology, so that confidential records are not inadvertently sent or forwarded to the wrong party. Staff members who use email to disclose student records or other confidential student information in a manner inconsistent with applicable law and district policy may be subject to disciplinary action.
If material is not legally protected but is of a confidential or sensitive nature, great care shall be taken to ensure that only those with a “need to know” are allowed access to the material. Staff members shall handle all employee, student and district records in accordance with policies GBJ (Personnel Records and Files), JRA/JRC (Student Records/Release of Information on Students) and EGAEA (Electronic Communication).

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). (See policy JRA/JRC, Student Records/Release of Information on Students for detailed information on student records).

**Use of social media**

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

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

**Vandalism**

Vandalism will result in cancellation of privileges and may result in school disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the school district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or district-owned software or hardware. 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 that has been downloaded or is otherwise in the user’s possession without appropriate registration and payment of any fees owed to the software owner.
Staff member use is a privilege

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

Staff members shall be required to sign the district's Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

School district makes no warranties

The school district makes no warranties of any kind, whether expressed or implied, related to the use of district computers and computer systems, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the district of the content, nor does the district make any guarantee as to the accuracy or quality of information received. The school district shall not be responsible for any damages, losses or costs a staff member suffers in using the 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: December, 2005

Revised: April, 2015

LEGAL REFS.: 20 U.S.C. 6801 et seq. (Elementary and Secondary Education Act)


47 U.S.C. 254(h) (Children's Internet Protection Act of 2000)

C.R.S. 22-87-101 et seq. (Children's Internet Protection Act)

C.R.S. 24-72-204.5 (monitoring electronic communications)
Staff Use of the Internet and Electronic Communications
(Annual Acceptable Use Agreement)

Staff member

I have read, understand and will abide by the district's policy on Staff Use of the Internet and Electronic Communications. Should I commit any violation or in any way misuse my access to the school district's computers or computer system, 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 school district from all costs, claims, damages or losses resulting from my use of district computers and computer systems, including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods or services.

Your signature on this Acceptable Use Agreement is binding and indicates you have read the school district's policy on Staff Use of the Internet and Electronic Communications and understand its significance.

______________________________
Staff member's Name (printed)

______________________________
Staff member's Signature  Date

Adopted: December, 2005
Staff Health
(And Physical and Mental Health Examination Requirements)

Through its overall safety program and various policies pertaining to school personnel, the district shall seek to ensure the safety of employees during working hours and assist them in the maintenance of good health. It shall encourage all its employees to maintain good health and practice good health habits.

Under the following circumstances, applicants for employment in the district, as well as current employees, may be required to have medical examinations. All required medical examinations shall be given by a physician. The district shall pay for all such physical examinations. Results of such physical examinations shall be maintained in separate medical files and not in the employee’s personnel file and may be released only in limited circumstances.

Routine physical examinations

Subsequent to a conditional offer of employment and prior to commencement of work, the district may require an applicant to have a medical examination and to meet any other health requirements that may be imposed by the state. The district may condition an offer of employment on the results of such examination if all entering employees in the applicable job category are subject to such examination. A 30-day grace period may be allowed if approved by personnel services.

All bus drivers, including full-time, regular part-time or temporary part-time drivers shall be required to have a physical examination once every two years to obtain or renew an operator’s permit.

Special examinations

The district recognizes that an individual's medical diagnosis is privileged information between the patient and medical professionals. However, whenever a staff member's medical condition is such that it interferes with the ability to perform required duties or there is an unacceptable risk to the health and safety of others, the district has a responsibility to take necessary steps to evaluate the employee’s condition and make appropriate employment decisions.

The district may request physical examinations and/or mental health examinations of any employee at any time to determine if the employee has a physical and/or mental condition, disease or illness which may interfere with the ability to perform required duties or which may pose an unacceptable risk to the health, safety or welfare of the employee or others. The school district shall select the medical professional to conduct such examination.
When the employee cannot perform the essential functions of the job with reasonable accommodation, or medical evidence establishes that the employee’s condition poses a significant risk to the health, safety or welfare of the employee or others, the school district may take action to suspend and/or terminate the employee in accordance with applicable policies and regulations.

Readily-transmitted communicable diseases

An employee with an acute, common communicable disease shall not report to work during the period of time when contagious/infectious. The district reserves the right to require a physician’s statement prior to the employee’s return to work.

An employee afflicted with a serious, readily-transmissible disease or condition shall be encouraged to report the existence of the condition or illness in case there are precautions that must be taken to protect the health of others.

HIV infection

Any employee who becomes aware of personal infection with the human immunodeficiency virus (HIV), which although life-threatening poses little risk of transmission in a school setting, is encouraged to report to a designated school administrator the affliction with the disease. The administrator shall follow the procedures accompanying this policy to evaluate the employment status of the staff member.

To encourage disclosure, the school district shall endeavor to treat these employees in a fair, nondiscriminatory and confidential manner consistent with the district’s legal obligations. Federal and state law mandate, pursuant to provisions protecting handicapped individuals, that such employees shall not be discriminated against on the basis of their handicaps and that, if it becomes necessary, some reasonable accommodations be made to enable qualified individuals to continue work.

Confidentiality

In all instances, district personnel shall respect the individual’s right to privacy and treat any medical diagnosis as confidential information. The superintendent shall initiate procedures to ensure that all medical information will be held in strict confidence. Any school staff member who violates confidentiality shall be subject to appropriate disciplinary measures.

Adopted by the Board: October 1976
Revised by the Board: August 1991
Revised by the Board: March 1995
Revised by the Board: December, 2005
42 U.S.C. 12101 *et seq.* *(Americans with Disabilities Act)*
C.R.S. 8-2-118 *(employer must bear cost of medical exam)*
C.R.S. 22-32-110 *(1)(k) (board’s power to adopt policy related to safety, conduct and welfare of employees)*
C.R.S. 22-63-301 *(grounds for teacher dismissal)*
C.R.S. 24-34-401 *et seq.* *(discriminatory or unfair employment practices)*
C.R.S. 25-4-101 *et seq.* *(disease control and sanitary regulations)*

1 CCR 301-26, Rules 4204-R-201 *(regulations regarding operation of school transportation vehicles; requirement of physical exam every two years)*

CROSS REFS.:
*Administration policies:*
ACE, Nondiscrimination on the Basis of Handicap/Disability
EBBA, Prevention of Disease/Infection Transmission
GBA, Open Hiring/Equal Employment Opportunity
GBJ, Personnel Records and Files
GBGG, Staff Sick Leave
GCQF, Discipline, Suspension and Dismissal of Professional Staff
GDQD, Discipline, Suspension and Dismissal of Support Staff

*Board policies:*
EL-11, School Safety
EL-12, Staff Treatment
Staff Health
(Staff Members with HIV/AIDS)

The following procedures will be followed when evaluating the employment status of an employee infected with human immunodeficiency virus (HIV) including those staff members diagnosed as having Acquired Immune Deficiency Syndrome (AIDS) and those suspected of being infected with HIV.

These procedures also will apply whenever a school official has reasonable cause to suspect that a staff member is seriously ill and the illness is affecting the ability to perform job responsibilities or posing an unacceptable risk to the health and safety of others. Reasonable cause may exist in but not be limited to situations where the employee’s health is observed to be deteriorating to the point of interfering with the performance of duties, when the employee displays persistent physical symptoms of illness, or where there is similar reasonable evidence of such disease.

Reporting suspected or confirmed cases

The school nurse will be the staff member responsible for coordinating the school district’s effort to evaluate the employment status of an employee in accordance with these procedures. For purpose of these procedures, the school nurse is referred to as the "school officer."

It is improper for any employee, with knowledge or reasonable grounds to suspect that he/she is infected with a communicable disease, to willfully expose or infect another with such disease, or to knowingly perform an act or engage in conduct which exposes or infects another person with such disease.

Any staff member infected with HIV is encouraged to report this fact directly to the school officer.

If a supervisor has been informed or has reasonable cause to believe that an employee is afflicted with an illness which is interfering with job performance or posing an unacceptable health risk to others, the supervisor will notify the school officer immediately. The school officer will confer individually with the supervisor and the staff member to assess the situation.

Evaluation of employment status

HIV infection is not transmitted casually; therefore, it is not itself a reason to remove a staff member from school. The school officer will determine whether the person who is infected with HIV has a secondary infection such as active tuberculosis that constitutes a recognized risk of transmission in the school setting. This is a medical question which the school officer will answer by consulting with the infected person’s
physician, a qualified public health official who is responsible for such
determinations and the infected person.

If there is no secondary infection that constitutes a medically recognized risk of
transmission in the school setting, the infected person’s job assignment will not
be altered unless a reassignment is requested as a reasonable accommodation.

If there is a secondary infection that constitutes a medically recognized risk of
transmission in the school setting, the school officer will consult with the physician,
public health official and the infected person. If necessary, they will develop an
individually tailored plan for the staff member. Additional persons may be consulted
if this is essential for gaining additional information, but the infected staff member
must approve of the notification of any additional persons who would know the staff
member’s identity. Utmost confidentiality will be observed throughout this process.

When an employee is determined to be unfit for continued duty because of being
incapable of performing the essential functions of the position or poses a direct
threat to the health or safety of himself or others, the employee will be entitled to
use any accumulated sick leave in accordance with district policies.

When an employee has exhausted all sick leave options and is deemed unfit to
resume duties, employment will be terminated through the employee’s
resignation, retirement or dismissal in accordance with applicable district policies.

The school official will review the case periodically with the infected person and
the medical advisors described above.

Confidentiality

All information gained by the district through the application of the accompanying
policy and these procedures including the identity of an employee infected with
HIV will be treated as confidential. Information will be disclosed only as appropriate
in connection with these procedures.

Persons who may know the identity of a staff member infected with HIV are those
who with the infected person will determine whether the person has a secondary
infection that constitutes a medically recognized risk of transmission in the school
setting. They are the school officer, the personal physician of the infected person
and a public health official who may be able to study the facts of the case sufficiently
without needing to know the identity of the staff member to make a decision.

The decision makers listed above and the infected person will determine
whether additional persons, such as the principal, need to know that an infected
person works at a specific school. The additional persons will not know the name
of the infected person without this person’s consent.
All persons will treat all information as highly confidential. No information will be divulged directly or indirectly to any other individuals or groups. All medical information and written documentation of discussions, telephone conversations, proceedings and meetings will be kept by the school officer in a locked file. Access to this file will be granted only to those persons who have the written consent of the infected staff member.

To further protect confidentiality, names will not be used in documents except when this is essential. Any document containing the name or any other information that would reveal the identity of the infected person will not be shared with any person, not even for the purposes of word processing or reproduction.

Approved by the Board: December, 2005
Staff Training in Crisis Prevention and Management

In order to support the district’s efforts to prevent and manage crisis, the superintendent shall provide a comprehensive staff training program that, at a minimum, trains staff to:

1. Recognize and effectively address student behavior and other indicators that signal possible violence or other impending crisis.

2. Know when to report student behavior and other indicators to parents/guardians, other persons within the school community and law enforcement.

3. Function with awareness of applicable district policies and guidelines about student discipline and student civil rights.

4. Involve the help of psychological and other experts when needed to address student behavior.

5. Practice physical security methods for self and others.

6. Teach and model non-violent conflict resolution techniques.

7. Share safety information with parents/guardians in order to spread the responsibility for safety and engage parents/guardians as partners in crisis prevention.

8. Foster moral reasoning and self-control in students’ behavior.

9. Teach and model tolerance of others.


11. Effectively manage various types of crisis.

12. Involve psychological specialists as appropriate to manage debriefing and grieving of staff and students after traumatic loss.

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 22-32-110 (1)(k) (professional inservice training)

CROSS REFS.: Administration policies:
JIH, Student Interrogations, Searches and Arrests
JIHB, Parking Lot Searches
JIHC, Use of Metal Detectors
JLIA, Supervision of Students
KDE, Crisis Prevention and Management
KLG, Relations with Law Enforcement Authorities

Board policy:
EL-11, School Safety
First Aid Training

At least one person in each building, and every staff member who teaches or supervises students in classes or activities where, as determined by the district, students are exposed to dangerous equipment or chemicals or other increased risks of injury, shall hold a current standard first aid card, including CPR training. A list of such staff members shall be maintained in each school office.

Adopted by the Board: December, 2005

LEGAL REF.: 6 CCR 1010-6-9-102 (first aid certification requirement)

CROSS REFS.: Administration policy: JLCE, First Aid and Emergency Medical Care
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.

Staff Personal Security and Safety

Offenses against school employees

The following procedures shall be followed in instances of assault, disorderly conduct, harassment, knowingly false allegation of child abuse, or any alleged offense under the “Colorado Criminal Code” by a student directed towards a teacher or school employee.

These same procedures shall be followed in instances of damage by a student to the personal property of a teacher or school employee occurring on school district premises.

1. The teacher or employee shall file a written complaint with the building principal, the superintendent’s office and the Board of Education.

2. The principal, after receipt both of the complaint and adequate proof of the charges, shall suspend the student for three days in accordance with established procedures.

3. The superintendent shall initiate procedures for the further suspension or expulsion of the student when injury or property damage has occurred.

4. The superintendent or designee shall report the incident to the district attorney or the appropriate local law enforcement agency or officer who shall then investigate the incident to determine the appropriateness of filing criminal charges or initiating delinquency proceedings.

5. A copy of this policy shall be distributed to each student and posted in each school building.

Communication of disciplinary information to teachers/counselors

The principal or designee shall communicate discipline information concerning any student enrolled in the district to all teachers and counselors who have direct contact with that student. Any teacher or counselor who is assigned a student with known serious behavior problems will be informed of the student’s behavior record. Any school employee who is provided this information shall maintain its confidentiality and shall not communicate it to any other person.

Adopted: May, 2010
LEGAL REFS.: C.R.S. 22-32-109.1(3) (policy regarding offenses against school employees required as part of safe schools plan)

C.R.S. 22-32-109.1(9) (immunity provisions in safe schools law)

C.R.S. 22-32-126(5)(a) (communication of disciplinary information)

CROSS REFS.: ECAC, Vandalism

JK, Student Discipline

JKD/JKE, Suspension/Expulsion of Students
Workers’ Compensation

An employee who is temporarily disabled and unable to work as the result of an injury arising out of and in the course of employment shall be placed on workers’ compensation leave for the period of time the employee applies and is eligible for workers’ compensation benefit payments.

The primary source of compensation for an employee on workers’ compensation leave shall be the indemnity payment from the workers’ compensation section of the division of worker’s compensation of the Colorado Department of Labor and Employment or insurance carrier as determined by state law. To the extent that the indemnity payment is less than an employee’s weekly wage or equivalent, the employee is entitled to use accrued school district sick leave and vacation time to supplement the workers’ compensation payment.

Under no circumstances shall an employee be allowed to receive more than an amount equal to the weekly wage or equivalent when combining the indemnity payment from workers’ compensation and school district benefits. The employee shall provide any requested documentation to the school district to evidence amounts paid by workers’ compensation before benefit payments are allowed by the school district.

While on workers’ compensation leave under a temporary total disability, employees shall continue to have school district health, life and disability insurance coverage, to the same extent the employee had such coverage prior to taking workers’ compensation leave, for a period of time not to exceed the approved district plan. At such time, the employee shall be given the option of directly assuming payment of the district’s costs for such benefits or discontinuing the coverage until returning to work and again being eligible for benefits.

The administration shall establish necessary procedures to implement this policy.

Adopted by the Board: March 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 8-42-101 et seq.
C.R.S. 8-42-105

CROSS REFS.:
Administration policies:
GBGG, Staff Sick Leave
GCD, Professional Staff Vacations and Holidays
GDD, Support Staff Vacations and Holidays
Staff Maternity/Paternity/Parental Leave

Medically necessary sick leave for maternity purposes shall be available to any female employee who becomes pregnant. The leave will be allowed during such period of the pregnancy and a reasonable time immediately following termination of the pregnancy as is medically necessary to safeguard the health of the mother and/or child.

**Determination of necessity**

The determination and designation of the period of time during which leave is necessary may be initiated by either the employee or the school district. Final determination of such period including the beginning, duration and end of the period shall be made by the superintendent based on information provided by the employee, the employee's physician, the administration and if deemed necessary by a physician designated by the district.

Upon written request, a pregnant employee shall be granted maternity leave, with or without pay, as provided below, at the employee’s option. Such leave shall begin at any time after the commencement of pregnancy and shall end on the date the temporary disability caused by or contributed to by the pregnancy, miscarriage or childbirth ceases. Except in cases of extreme emergency, the employee shall give her supervisor written notice of her intention to take such leave no later than the fifth month of pregnancy. The notice shall also include the expected duration of the leave, as well as a physician’s statement certifying the pregnancy. (A form entitled “Physician’s Statement Pregnancy” is available from the central office.)

A teacher may return to full employment with the district as soon as she determines that she is physically able to resume her duties, but in case more than 30 calendar days after pregnancy, miscarriage, or childbirth has ended, unless prior to such date the employee’s physician certifies in writing on the appropriate form (entitled “Physician’s Statement Regarding Continued Disability Related to Pregnancy, Childbirth or Miscarriage”) which will be furnished to the employee by the district, that the temporary disability caused by or contributed to by the pregnancy, miscarriage or childbirth still exists. In which case, leave shall be extended in increments of not more than seven calendar days. Certification shall be provided for each such extension. Special consideration shall be given to an employee who has undergone a Caesarean operation.

An employee wishing to extend maternity leave beyond the time that can be deducted from sick leave should refer to policy GBGN, Extended Leave.
Child care leave of absence without salary and fringe benefits may be granted to staff members for the purpose of child rearing, child care or adoption. Child care leave may be granted for a period of time not to exceed a total of two school years for each employee. The leave need not be taken all at once, but must be taken in increments which coincide with the planning needs of the district.

In determining whether to grant the leave request, the district will consider any special needs of the child, the staffing needs of the district and any other relevant factors. The district will grant a child care leave of absence without regard to the sex of the teacher.

The request for leave will be made to the personnel office of the district. If the child care leave request is refused by the personnel office, the staff member may appeal to the Board of Education.

If the leave period is for an entire school year, notice of intent to return from leave must be given to the personnel office before April 1 preceding the school year the employee wishes to return to work. If the leave is for a period less than an entire school year, notice of intent to return shall be given at least three months prior to the date the employee wishes to return to work. Upon return from child care leave, the employee shall be reinstated on the salary schedule at the column and step he or she was on when granted leave.

As long as proper notice has been given of the employee’s intent to return to work, the district shall reinstate the employee and place him or her on the salary schedule at the appropriate level. A teacher being reinstated shall be placed in a teaching position as nearly identical as possible to the position left at the commencement of the leave. In no event shall a teacher be placed in a position for which he or she is not qualified or licensed.

The employee on child care leave may be permitted to substitute in the school district at the district-approved substitute rate of pay.

The provisions of this section shall apply only after an eligible employee has used the entitlement of the federally-mandated family leave. Any days taken for family leave will be deducted from the total leave period allowed under this policy.

Nothing in this policy shall be construed to limit the powers or duties of the Board or administration to make employment decisions for the district including but not limited to non renewing a contract of a probationary teacher.

Adopted by the Board: September 1976
Revised by the Board: April 1995
2 of 3
LEGAL REFS.: 29 U.S.C. 2601 et seq. (Family Medical Leave Act)
C.R.S. 19-5-211 (adoption statute)
Staff Maternity Leave  
(Physician’s Statement Pregnancy)

This is to notify the Trinidad School District that __________________________ (Patient’s Name) is pregnant. The approximate date of delivery is __________________________, and it is my opinion that if the pregnancy is normal, __________________________ (Patient’s Name) will not physically be able to work ______________(No.) of days prior to delivery and ______________ (No.) of days following delivery. These figures should not take into consideration bonding, etc., but should only consider the temporary physical disability caused by or contributed to by her pregnancy.

_________________________________________________________
Physician’s name

________________________________
Physician’s signature

______________________________
Date

______________________________
Physician’s address

______________________________
Physician’s phone number

______________________________
Patient’s signature

Issued: September 1976
Revised: December, 2005
Staff Maternity Leave
(Physician’s Statement Regarding Continued Disability Related to Pregnancy, Childbirth or Miscarriage)

NOTE: This form is only to be used when a request is being made for an extension of the 30 days normally allowed following pregnancy, childbirth or miscarriage. Trinidad School District policy requires that if the disability continues and the staff member is requesting sick leave, this form must be completed on a weekly basis.

Date:_______________________________

Patient’s name_______________________________________________________

This is to certify that the above patient is still temporarily disabled as a result of (circle one) pregnancy/childbirth/miscarriage and is unable to perform her normal work duties. It is my professional opinion that this disability will continue commencing ___________________________ and ending on ___________________________ (not to exceed seven calendar days).

Please include a brief statement as to why this person’s disability has continued beyond the normally allowed 30 days, which was caused or contributed to by pregnancy, childbirth or miscarriage.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Physician’s name ____________________________________________________

Physician’s signature _________________________________________________

Date _______________________________

Physician’s address ____________________________________________________

Physician’s phone number _____________________________________________

Patient’s signature ___________________________________________________

Issued: September 1976
Federally-Mandated Family Leave

The provisions of this policy shall apply to all family and medical leaves of absence except to the extent that paid leaves are covered under other district policies and/or negotiated agreements for any part of the 12 weeks of leave to which the employee is entitled. If an employee is entitled to paid leave under another policy and/or negotiated agreement, the employee shall take the paid leave first.

To be eligible for leave under this policy, an employee shall have been employed for at least 12 months and shall have worked at least 1,250 hours during the 12-month period preceding the commencement of the leave. A full-time classroom teacher shall be deemed to be eligible for family leave. An eligible employee shall be entitled to a combined total of 12 weeks’ leave per year under particular circumstances that are critical to the life of a family.

Leave may be taken upon the birth and for the first-year care of the employee’s child; upon the placement of a child with the employee for adoption or foster care; when the employee is needed to care for a child, spouse or parent who has a serious health condition; or when the employee is unable to perform the functions of the position because of a serious health condition.

Spouses who are both employed by the district shall be entitled to a total of 12 weeks of leave (rather than 12 weeks each) for the birth or adoption of a child or for family illness.

Entitlement for child care leave shall end after the child reaches age one or 12 months after adoption or foster placement. Leave to care for a child shall include leave for a step-parent or person in loco parentis.

If medically necessary for a serious health condition of the employee or the employee’s spouse, child or parent, leave may be taken on an intermittent or reduced leave schedule subject to certain conditions which pertain to instructional employees. The district may require the employee to transfer temporarily to an alternative position which better accommodates recurring periods of absence or a part-time schedule provided that the position has equivalent pay and benefits.

The district shall maintain coverage under any group health insurance plan for any employee who is granted an approved leave of absence under this policy for the duration of the leave (up to 12 weeks). Such coverage shall be maintained at the same level and under the same conditions as coverage would have been provided if the employee were not on leave. The district reserves the right to seek reimbursement for this benefit in the event that an employee elects not to return to work, as allowed by law.
Reinstatement shall be determined in accordance with any applicable district policies and/or bargaining agreements. If the employee on leave is a salaried employee and is among the highest paid 10 percent of district employees and keeping the job open for the employee would result in substantial economic injury to the district, the employee may be denied reinstatement provided the district notifies the employee of its intent to deny reinstatement at the time economic hardship occurs and the employee elects not to return to work after receiving the notice.

The superintendent has developed procedures that require appropriate medical certifications, notification and reporting which are consistent with law. The procedures describe how the district will post notices concerning the federal law and other steps the district shall take to inform employees of its requirements.

All provisions of this policy shall prevail except as modified by an applicable negotiated agreement.

Adopted by the Board: March 2000
Revised by the Board: December, 2005

LEGAL REF.: 29 U.S.C. 2601 et seq. *(Family and Medical Leave Act)*
29 C.F.R. Part 825 *(regulations)*

CROSS REFS.:  
*Administration policies:*  
GBGE, Staff Maternity/Paternity/Parental Leave  
GBGG, Staff Sick Leave  
GBGK, Staff Legal Leave
Federally-Mandated Family Leave

Notification and reporting

When the need for leave for the birth or adoption of a child or for planned medical treatment is foreseeable, the employee must provide at least 30 days prior notice unless circumstances dictate otherwise. With respect to foreseeable treatments of an employee’s family members, the employee must make a reasonable effort to schedule treatment so as not to disrupt district operations.

In cases of illness, the employee is required to report periodically on their leave status and intention to return to work.

Intermittent or reduced leave

When instructional employees seek intermittent leave in connection with a family or personal illness and when such leave would constitute at least 20 percent of the total number of working days in the period during which the leave would extend, the district may require the employee to take leave in a block (not intermittently) for the entire period or to transfer to an available alternative position with the school system, that is equivalent in pay, for which the employee is qualified and which better accommodates the intermittent situation.

Basic conditions

The district will require medical certification to support a claim for leave for an employee’s own serious health condition or to care for a seriously ill child, spouse or parent. The basic certification will be sufficient if it contains the date on which the condition commenced, the duration of the condition and any appropriate medical information.

For an employee’s own medical leave, the certification also must include a statement that the employee is unable to perform the functions of the position. For leave to care for a seriously ill child, spouse or parent, the certification must include an estimate of the amount of time the employee is needed to provide care.

In its discretion, the district may require a second medical opinion and periodic recertification at its own expense. If the first and second opinions differ, the district at its own expense may require the binding opinion of a third health care provider approved jointly by the district and the employee.

Certification for intermittent leave must indicate the dates on which treatment is expected to be given and the duration of the treatment. For leave to care for a seriously ill child, spouse or parent, the certification must include a statement that the employee’s intermittent leave is necessary to care for the family member and the expected duration and schedule of treatment.
For the employee’s own intermittent leave, the certification must contain a statement indicating the medical necessity of the intermittent treatment and its expected duration.

A “Request for Family and Medical Leave of Absence Form” must be originated in duplicate by the employee. This form should be completed in detail, signed by the employee, submitted to the immediate supervisor for proper approval, and forwarded to the personnel department. If possible, the form should be submitted 30 days in advance of the effective date of the leave. All medical information provided to the district through this process shall be treated as confidential.

Reinstatement

Because the end of the semester is a critical time for both teachers and students, the following conditions will apply to requests from teachers seeking to return from leave within the last three weeks of the semester:

1. If the employee begins any category of family and medical leave five or more weeks prior to the end of the semester and the leave is for more than three weeks, the district may require the employee seeking to return within the last three weeks to wait until the next semester.

2. If the employee begins any category of family and medical leave except personal sick leave less than five weeks before the end of the semester and the period of leave is greater than two weeks, the district may require the employee seeking to return within the last two weeks to wait until the next semester.

3. If the employee begins any category of family and medical leave except personal sick leave three or fewer weeks before the end of the semester and the period of leave is greater than five working days, the district may require the employee to wait until the next semester.

Employees who have taken leave due to a personal health condition will be required to provide certification by their physician that the employee is able to resume work. In addition, the district reserves the right to consult with a public health official if there is any question about possible transmission of a disease in the school setting.

Repayment of benefits

In the event that an employee elects not to return to work upon completion of an approved unpaid leave of absence, the district may recover from the employee the cost of any payments made to maintain the employee’s group health insurance coverage unless the failure to return to work was due to a continuation, recurrence or onset of a serious health condition as certified by a physician that entitles the employee to leave or for other reasons beyond the employee’s control.

Benefit entitlements based upon length of service will be calculated as of the last paid work day prior to the start of the unpaid leave of absence.
Posting/notice to employees

Building principals/administrators will post notices explaining the Family and Medical Leave Act’s provision in locations where they can be readily seen by employees and applicants for employment.

The FMLA Fact Sheet published by the U.S. Department of Labor, wage and hours division, will be incorporated into all employee handbooks or provided directly to employees.

Approved by the Board: December, 2005
Certification of Physician or Practitioner  
(Family and Medical Leave Act of 1993)

1. Employee's name ________________________________________________

2. Patient's name ________________________________________________

3. Diagnosis _____________________________________________________

4. Date condition commenced _______________________________________

5. Probable duration of condition _________________________________

6. Regimen of treatment to be prescribed. Indicate number of visits, general 
   nature and duration of treatment including referral to other providers of 
   health services. Include schedule of visits or treatment if it is medically 
   necessary for the employee to be off work on an intermittent basis or to work 
   less than the employee's normal schedule of hours per day or days per week.
   a. By physician or practitioner ________________________________
      __________________________________________________________
   b. By another provider of health services if referred by 
      physician or practitioner ___________________________________

If this certification relates to care for the employee's seriously ill family member, skip 
items 7, 8 and 9 and proceed to items 10 through 14. Otherwise continue below.

Check Yes or No in the boxes below as appropriate.

    Yes  No
7. Is in-patient hospitalization of the employee required? 
8. Is employee able to perform work of any kind. If "no,$ skip item 9.
9. Is employee able to perform the functions of employee's position? 
   Answer after reviewing statement from employer of essential 
   functions of employee's position or if none provided after discussing 
   with employee.
For certification relating to care for the employee's seriously ill family member, complete items 10 through 14 below as they apply to the family member and proceed to item 17.

Yes  No

10. Is in-patient hospitalization of the family member (patient) required?

11. Does or will the patient require assistance for basic medical needs, hygiene, nutritional needs, safety or transportation?

12. After review of the employee's signed statement (item 14 below) is the employee's presence necessary or would it be beneficial for the care of the patient? This may include psychological comfort.

13. Estimate the period of time care is needed or the employee's presence would be beneficial. ____________________________________________________

14. Signature of physician or practitioner ________________________________

15. Date ________________________________

16. Type of practice (field of specialization, if any) ________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

Item 17 is to be completed by the employee needing family leave.

17. When family leave is needed to care for a seriously ill family member, the employee must state the care he will provide and an estimate of the time period during which this care will be provided including a schedule if leave is to be taken intermittently or on a reduced leave schedule. ________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

Employee signature ________________________________

Date ________________________________
Issued: December, 2005
Staff Sick Leave

Sick leave is a paid benefit provided to employees to protect the health and welfare of both employees and students. Sick leave may be used for:

1. Injury or illness to the employee

2. Medical appointments for health purposes when such can be made only on working days during working hours.

3. Death in the family (see policy GBGJ, Bereavement Leave)

All sick leaves shall be calculated in one-half or full day units. No employee shall accumulate more than 90 sick leave days. Temporary, part-time and substitute employees are not eligible for sick leave.

Licensed employees

Teachers shall be granted 11 days of sick leave per school year.

Classified employees

Classified employees shall be granted one day of sick leave for each month worked. Such sick leave shall be consistent with the length of the employee’s duty day/year.

Adopted by the Board: September 1986
Revised by the Board: March 1995
Revised by the Board: December 2005

CROSS REFS.:
Administration policies:
GBGH, Sick Leave Bank
GBGF, Federally-Mandated Family Leave

Board policy:
EL-12, Staff Treatment

Note: For additional details for teachers, see “Negotiated Policies”, Policy 10-Annual Leave.
Sick Leave Bank

It shall be the policy of Trinidad School District No. 1 that participation by a majority of the full-time employees shall be required to maintain a sick leave bank.

1. The district will give one day per participating employee only at the start of the program.

2. Participating employees will be required to donate one day of their accumulated sick leave at the time of enrollment.

Admission to the sick leave bank will be within 30 days of employment. If an employee does not sign up within this time period, he or she may sign up from September 1 to October 1 of any year thereafter.

If days in the sick leave bank drop to a balance of 50 days, those wishing to continue in the bank will be required to contribute one additional day, using the appropriate authorization form.

1. If a member employee has no accumulated sick leave when the additional contribution is required, he or she will contribute the next accumulated sick day.

2. Days contributed to the sick leave bank cannot be subsequently refunded.

3. Sick leave days in the bank will carry over from year to year.

The sick leave bank will be administered by a sick leave committee. This committee shall be composed of one administrative member appointed by the administration, two classified members appointed by the classified employees, one high school teacher, one junior high school teacher and two elementary teachers, appointed by teachers.

The committee members shall be appointed for a three-year term.

Conditions

The following conditions will govern the granting of sick leave days from the bank:

1. Applications for benefits from the bank will be made in writing for a minimum of five working days. Application forms will be available through the personnel office.

2. An employee will not be able to withdraw days from the bank until the employee’s fully paid accumulated sick leave is depleted.
3. Benefits of the bank shall be restricted to the illness or disability of an employee.

4. Not more than 20 days may be used by one employee in one school year.

5. A doctor's statement specifying the nature of the illness or disability, the dates of medical service to the employee and the date of the patient's release for return to regular duties will be required.

Adopted by the Board: August 1985
Revised by the Board: March 1995
Revised by the Board: December, 2005

CROSS REFS.:
Administration policies:
   GBGG, Staff Sick Leave
   GBGF, Federally-Mandated Family Leave
Sick Leave Bank

TO: Employees requesting days from the Sick Leave Bank

FROM: District Sick Leave Bank Committee

Your request for days from the Sick Leave Bank has been received. Prior to taking action concerning your request, you are asked to provide the following information for the committee:

Name__________________________________ Work location____________________

Assignment_______________________Principal/supervisor____________________

Number of years in Trinidad School District #1:____Number of days requested____

Reason for requesting days from the Sick Leave Bank________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Doctor’s name______________________________________________________________

Doctor’s address____________________________________________________________

Doctor’s phone number___________________________________________________

Please provide the committee with a statement from your doctor if you have not already done so.

Return as soon as possible to the office of personnel services.

___________________________________________  _____________________________
Signature  Date

Issued: August 1985
Revised: March 1995
Revised: December, 2005
Staff Military Leave

Annual military leave

An employee who, as a member of a reserve or national guard unit or any other branch of the military organized under state or federal law, is required to take annual active duty during the school year shall be granted military leave with a right of reinstatement in accordance with state and federal law.

The employee shall receive full salary and benefits during such leave up to a maximum of 15 calendar days annually. All remaining leave to fulfill the annual military obligation shall be unpaid leave.

An employee who is required by the state or federal government to continue military service beyond the time for which leave with pay is allowed, shall be granted a leave of absence without pay for all such additional service.

Emergency military leave

Military leave of absence without pay shall be granted to any regular, full-time employee who enlists for military duty with any branch of the United States armed forces or who is called into active military service in time of war or other emergency declared by the proper authority of the state or United States. The employee shall be considered on a leave of absence during military service.

Notice of military service

An employee taking leave under this policy shall provide written or oral notice, as far in advance as possible, of pending military service. Employees on military leave resulting in absence of more than 30 days shall forward a copy of their military orders to the superintendent or designee.

Using paid leave in lieu of unpaid military leave

An employee taking leave under this policy may at his or her discretion, but is not required to, use accrued vacation or other paid leave during time of military service.

Hiring substitutes

Where necessary to protect the public interest, a substitute employee may be hired by the school district to perform the duties of the employee on military leave until such time as the employee returns to work.

Reinstatement after service
Upon completion of military service, the employee shall be reinstated in the same or a similar position of like seniority, status and pay if such is available at the same salary and benefits which he or she would have received had leave not been taken, subject to the following conditions:

1. The school district’s circumstances have not changed to such a degree that reinstatement would cause an undue hardship on the district or make reinstatement impossible or unreasonable, including that position has been abolished.

2. The employee is not physically or mentally disabled from performing the duties of the position except that the school district shall make reasonable accommodation required under federal and state law, including for any disability incurred or aggravated during military service.

3. The employee submits an honorable discharge or other form of release indicating that military service was satisfactory.

4. The employee notifies the district of intent to return to work and returns to work within the time period set out in law.

Upon reinstatement, the employee shall have the same rights with respect to accrued and future vacation, sick leave, public retirement benefits and other benefits as if he or she had actually been employed during the time of such leave. Because non-probationary status for teachers is not attained merely through continuous employment, a probationary teacher shall be reinstated at the actual year of service (year one, year two or year three) as when he or she began military leave.

Adopted by the Board: December, 2005

LEGAL REFS.: 38 U.S.C. §4301 et seq. (Employment and Reemployment Rights of Members of the Uniformed Services Act)
38 U.S.C. §2021 et seq. (Veterans Re-employment Rights Act)
C.R.S. 28-3-601 et seq.
Staff Bereavement Leave

All full-time/special employees shall be entitled to a maximum of three days bereavement leave in the event of death of the employee’s spouse, son, daughter, father, mother, brother, sister, grandmother or grandfather (natural or step), mother-in-law, father-in-law, step-parent, step-brother or step-sister.

An additional two days of bereavement leave may be requested from the superintendent. If granted, such additional days will be deducted from the employee’s accumulated sick leave. Bereavement leave may not be requested beyond a 14-day period of time following the death of a family member.

Adopted by the Board: September 1986
Revised by the Board: February 2000
Revised by the Board: December, 2005
Staff Legal Leave

The Trinidad School District #1 recognizes the importance of the jury system in a democracy and the obligation of all citizens to serve as jurors under appropriate circumstances.

When a district employee is subpoenaed to testify in court in a case in which the employee is not a party (unless the case is related to the employee’s position with the school district) or is summoned to serve on a jury, the employee will be granted leave when such subpoena or summons is verified with no jeopardy to the employee’s employment or compensation. During any such absence, the employee shall be entitled to receive the regular salary and all fringe benefits he or she would normally receive.

All fees received for each court appearance or service, up to but not in excess of the employee’s rate of pay, shall be remitted to the district.

Requests for court witness or jury duty leave should be made on the appropriate leave request form and designated as “Other Leave.” Legal leave requests must be accompanied by a copy of the jury summons or subpoena.

When necessary, substitutes shall be obtained for employees in the usual manner and paid for by the district.

The superintendent may request that an employee be excused from service or have his or her service delayed provided that the special nature of the employee’s qualifications would make it difficult to secure an adequate substitute or if the timing of the proposed jury service affords a threat to the welfare of the school or the students concerned.

Adopted by the Board: February 1978
Revised by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 13-71-119
C.R.S. 13-71-126
C.R.S. 13-71-129
C.R.S. 13-71-132 through 13-71-134
Staff Victim Leave

Any staff member who has been employed with the district for at least 12 months and is the victim of certain crimes/actions (listed below) may request and shall be granted up to three working days of leave during any 12-month period, with pay for any of the following purposes:

1. to seek a civil restraining order to prevent domestic abuse as it is defined in state law
2. to obtain medical care or mental health counseling or both for the employee or his or her children to address related physical or psychological injuries
3. to make his or her home secure from the perpetrator or to seek new housing to escape from the perpetrator
4. to seek legal assistance to address related issues and attend and prepare for court-related proceedings

Except in cases of imminent danger to the health or safety of the employee, an employee seeking victim leave shall provide as much advance notice to the district as possible, as well as appropriate documentation requested by the employee’s supervisor. The employee must exhaust all other applicable leave prior to being granted this type of leave.

All information related to the employee’s leave shall be kept confidential and copies of any related documents retained by the district shall be marked confidential and stored in a secure location separate from routine personnel documents.

This leave applies to the following crimes/actions as defined in state law:
1. domestic abuse
2. stalking
3. sexual assault
4. any other crime where a court finds that the underlying factual basis includes an act of domestic violence

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 24-34-402.7 (unlawful action against employees seeking protection)
Professional Leave

The district encourages staff members to continue their professional growth and desires to reflect this value in its policies and procedures.

The superintendent or designee may grant leaves for employees to attend conferences, workshops, conventions, etc. when such conferences are related to the employee’s work. If prior approval of the principal/supervisor and the superintendent or designee is obtained, professional leave related to the employee’s work may be granted without loss of pay.

Adopted by the Board: March 1995
Recoded: December, 2005
Extended Leave

The district desires to meet the needs of individual employees for extended leaves of absence. Decisions regarding extended leave requests should be made in a manner that ensures that the leave will not have a negative impact on students.

The district will give serious consideration to requests for extended leaves for the following reasons, in general order of priority:

1. Leave request to accommodate physical and/or mental health needs or leaves to accommodate pregnancy, parental leave or adoption.

2. Leave requests that allow staff members to continue their formal education.

3. Leave requests that allow staff members to take part in a foreign teacher exchange or to teach in a foreign country.

4. Leave requests for foreign travel related to the staff member’s present position with the district.

5. Leave requests that do not fall into one of the above categories will be considered on an individual basis by the superintendent.

Leave requests

Extended leave requests must be in writing and must have the approval of the superintendent. The superintendent shall consult with the staff member’s supervisor prior to making a decision. Except in cases of emergency, the request for an extended leave of absence must be submitted at least 30 days prior to the date upon which the leave is requested to begin. In the case of parental leave, the request must be submitted at least 60 days prior to the date upon which the leave is requested to begin.

Staff members who are requesting a full term leave of absence should make their requests on or before March 5 during the school year preceding the year in which the leave is desired.

Extended leave requests should not be for more than one calendar year in length. The district desires to be cautious so as not to allow an excessive number of simultaneous leaves that could have a negative impact on the district.

Leave requests will not be granted, or there may be a limit in the duration of the leave, if there is concern that a suitable replacement cannot be employed.

Extended leaves of absence are granted without salary or insurance benefits. Individuals granted extended leaves may choose to pay the premiums necessary to remain in the district health and dental insurance programs. Payments for continuation of these benefits must be received by the payroll office on or before the first of each month.
Employees returning to the district after an extended leave may be given the same position upon their return if possible. When this is not possible, the returning employee will be given the most comparable job available for which he or she is qualified unless a reduction in force applies. Extended leaves for a portion of the school year will be filled, when possible, with a replacement who is given an interim contract/assignment.

Staff members who are approved for an extended leave will not receive credit for a year of experience on the salary schedule unless that person’s leave consists of a concentrated year of comparable teaching.

Those granted extended leaves will retain their accumulated sick leave but will not be awarded additional sick leave during the term of the extended leave.

Prior to resuming duties on return from an extended leave for health reasons, the superintendent may require the staff member to present a statement from a physician that the staff member is physically and/or mentally able to resume the normal duties required of his or her assignment. If requested by the superintendent, confirmation of the physician’s statement by another physician selected by the superintendent may be required at the expense of the district.

In the case of parental leave in which the parents decide that one parent should spend a period of time not to exceed one year providing child care, it will be left to the discretion of the family as to whether that person will be the father or the mother.

Adopted by the Board: August 1991
Revised by the Board: March 1995
Revised by the Board: December. 2005

LEGAL REFS.: 29 U.S.C. 2601 et seq. (Family Medical Leave Act)

CROSS REFS.: Administration policy:
GCQA, Instructional Staff Reduction in Force
Request for Extended Leave

To be completed by employee and given to immediate supervisor. Immediate supervisor will sign and forward to the personnel division.

Name_______________________________________________ date___________
Position_______________________________________ SS#__________________
Reason for leave_____________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Note: If leave is for health an appropriate medical statement needs to be attached to this form.

1. My last actual work day will be______________________________

2. If leave is for health, do you plan to use sick leave/vacation days prior to beginning your unpaid leave of absence? _____yes _____no

3. My estimated date of return to work will be________________________

Signature of employee __________________________________________ date

Issued: March 1995
Revised: December, 2005
Reporting and Approving Employee Absences

Reporting absences

1. All employees are required to report their absences to their immediate supervisors or the individuals designated by their immediate supervisors.

2. All absences must be reported whether or not a substitute is needed. In the case of an emergency, the report must be made prior to the start of the duty day.

Submitting leave slips

1. All leave and absences must be reported on the form entitled “Claim Request for Leave” and submitted by employees to their immediate supervisors for each absence, whether or not a substitute is needed.

2. If possible, the leave slip should be submitted in advance of the absence, but in any event, must be submitted following the return to work.

Advance approval

1. All leave and absences except sick leave require advance approval, in which case the leave must be submitted in advance of the absence in order to determine if approval will be granted.

2. The employee should not make arrangements to be absent, request a substitute, etc. This will be the responsibility of the building principal.

Monitoring absences

1. The principals will be responsible for monitoring leaves of their staff, including seeing to it that all absences are reported and leave slips are submitted in a proper and timely fashion.

2. To ensure accurate accounting of absences and hours worked, each principal will keep a listing of all employee absences on the form entitled “Time Sheet” for the employees which he or she supervises and shall forward this report to the superintendent seven days prior to the scheduled payday.

3. For employees with multiple assignments, the home school’s supervisor, working in conjunction with other supervisors, will assume responsibility for monitoring absences.
4. It will be the responsibility of the principals to deal with excessive absences of subordinates. Any unusual circumstance pertaining to an absence or absences shall be reported to the superintendent.

5. If the immediate supervisor feels that an employee is abusing sick leave, he or she may recommend to the superintendent that the employee be required to furnish a medical statement.

Adopted by the Board: March 1995
Revised by the Board: December, 2005
Claim/Request for Leave Form

Directions: This form is to be completed by an employee who is to be absent or was absent from his or her duty station due to being on leave. In all cases except sick leave, this form should be completed in advance of the leave and forwarded to the immediate supervisor for approval. The immediate supervisor will retain the original copy of this report in order to complete his or her semi-monthly “Time Sheet” report.

I am requesting/claiming the following leave for this absence as provided by district policy:

Dates absent

__________________________ Bereavement Leave
__________________________ Personal Leave
__________________________ Professional Leave
__________________________ Sick Leave
__________________________ Vacation Leave
__________________________ Other – Please explain below

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Employee signature_____________________________ Date________________

Principal/immediate supervisor signature

Issued: March 1995
Revised: December, 2005
Personnel Records and Files

The superintendent has developed a comprehensive and efficient system of personnel records under the following guidelines:

1. A personnel folder for each employee, licensed and classified, shall be accurately maintained in the district administrative office. Personnel records shall include home addresses and telephone numbers, financial information, and other information maintained because of the employer-employee relationship.

2. All personnel records of individual employees shall be considered confidential except for the information listed below. They shall not be open for public inspection. The superintendent and designees shall take the necessary steps to safeguard against unauthorized use of all confidential material.

3. Employees shall have the right, upon request, to review the contents of their own personnel files, with the exception of references and recommendations provided to the district on a confidential basis by universities, colleges or persons not connected with the district.

4. The following information in personnel records and files shall be available for public inspection:
   a. Applications of past or current employees
   b. Employment agreements
   c. Any amount paid or benefit provided incident to termination of employment
   d. Performance ratings except for teacher evaluations as noted below
   e. Any compensation including expense allowances and benefits

5. The evaluation report of licensed personnel, with the exception of the superintendent's evaluation, shall be confidential and available only to the evaluatee, to the administrators who supervise his or her work, and to a hearing officer conducting a dismissal hearing or a court reviewing a dismissal decision. All public records used in preparing evaluation reports will remain open to public inspection.

6. A written evaluation or any other personnel record shall not reflect any good faith actions of any employee which were in compliance with the district's discipline code.
7. Lists of district employee’s names and address shall not be released for general public use.

8. Personnel records shall be available upon request to members of the Board of Education.

Adopted by the Board: December 1992
Revised by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-9-109
C.R.S. 22-32-109.1 (9) (immunity provisions in safe schools law)
C.R.S. 24-19-108 (1)(c)
C.R.S. 24-72-202 (1.3) and (4.5)
C.R.S. 24-72-204

CROSS REFS.: Administration policies:
GCE/GCF, Professional Staff Recruiting/Hiring
JK, Student Discipline
KDB, Public’s Right to Know/Freedom of Information

Board policy:
EL-12, Staff Treatment
Disclosure of Information to Prospective Employers

Teachers

Pursuant to state law, the school district shall, upon request, disclose to another school district or school, the reasons for the teacher’s separation from employment with the district, any pertinent performance or disciplinary record of the teacher that specifically relates to any negligent action of the teacher that was found to endanger the safety and security of a student, and any disciplinary records that relate to behavior by the teacher that was found to have contributed to a student’s violation of the school district’s conduct and discipline code. This information shall only be disclosed to personnel authorized to review the personnel file in the requesting district and the person applying for a position as a teacher.

Other district employees

With regard to all other former or current district employees, the district shall disclose to a prospective employer information relative to the employee’s suitability for re-employment, including his or her work-related skills, abilities and habits. In the case of a former employee, the district shall also disclose the reason for the employee’s separation.

Immunity provisions

The school district, and its employees, agents and representatives authorized by the district to make such disclosures, shall be immune from civil liability for disclosing such information unless the district knew or should have reasonably known that the information was false.

Copy to employee

When the district provides written information about a current or former employee to a prospective employer, it shall send a copy of that information to the employee upon request. The district shall also make such written information available to the current or former employee upon request during normal business hours. A fair and reasonable price shall be charged by the district for any copies of the written information requested by the employee.

No school employee shall furnish to anyone, other than school officials, any names or addresses of school employees unless permission to do so is specifically given by the superintendent or designee.

 Adopted by the Board: March 1995
Revised by the Board: December, 2005
LEGAL REFS.: C.R.S. 8-2-114 (2), (3) and (5)
   C.R.S. 22-63-202

CROSS REFS:
   Administration policies:
       GCE/GCF, Professional Staff Recruiting/Hiring
       GDE/GDF, Support Staff Recruiting/Hiring

   Board policy:
       EL-12, Staff Treatment
Staff Concerns/Complaints/Grievances

It is the district's desire that procedures for settling differences provide for prompt and equitable resolution at the lowest possible administrative level and that each employee be assured an opportunity for orderly presentation and review of complaints without fear of reprisal.

A $grievance$ is defined as an alleged material violation of Board or administration policies or administrative regulations that apply to all employees.

The process designated for the resolution of $grievances$ in agreements between the district and recognized employee organizations shall apply only to grievances as defined in the particular agreement.

Nothing in this policy shall be construed to imply in any manner the establishment of personal rights not explicitly established by statute or district policy. Neither shall anything in this policy be construed to establish any condition prerequisite relative to non renewal of contracts, transfer, assignment, dismissal or any other employment decision relating to school personnel.

All employment decisions remain within the sole and continuing discretion of the superintendent, as appropriate, subject only to the conditions and limitations prescribed by Colorado law.

Adopted by the Board: September 1976
Revised by the Board: August 1991
Revised by the Board: March 1995
Revised by the Board: December, 2005

CROSS REFS.:

Board policies:

- GP-10-E, Handling Operating Issues Raised by a Community or Staff Member
- EL-9, Treatment of Students, Parents and Community
- EL-12, Staff Treatment
Staff Concerns/Complaints/Grievances

Employee Grievance Procedure

This procedure shall apply under all circumstances not covered by a negotiated grievance procedure.

The employee may choose a person to assist him or her at any step of the grievance procedure. Individual or group grievances of employees shall be resolved as follows:

Step 1. The grievance shall first be presented in writing on forms provided by the school district to the persons having direct administrative or supervisory responsibility over the work of the employee involved in the grievance. That person shall render a written decision within ten (10) working days.

Step 2. If the grievance is not solved at Step 1, the employee then may present the grievance to the Chief Financial Officer (CFO) who shall conduct a hearing within ten (10) working days of receipt of a written grievance and shall render a decision within ten (10) working days of the hearing.

Step 3. If the grievance is not solved at Step 2, the employee then may present the grievance to the Superintendent who shall conduct a hearing within ten (10) working days of receipt of the report from Step 2 and shall render a written decision within ten (10) working days of the hearing.

Step 4. If the grievance is not solved at Step 3, the employee may request a hearing before the Board of Education, which will be held within fifteen (15) working days of receipt of the report of Step 3. The decision of the Board shall be final and shall be made in writing within fifteen (15) working days of the hearing.

Notwithstanding the steps of the grievance procedure described above, an employee may discuss any problem at any time with any supervisor or administrator in the school system.

Approved: August 28, 2007
Professional Staff

[NOTE: Policies and regulations in the GC section (Professional Staff) pertain only to instructional and administrative staff members.]

Employees of the district who are required to hold a valid teaching or administrative license by virtue of the position to which they are assigned shall be considered licensed employees.

Teachers shall be in one of these classifications for purposes of the Colorado Teacher Employment, Compensation and Dismissal Act according to the terms of their employment:

1. Teacher. Teacher means any person who holds a provisional or professional teacher’s license and who is employed to instruct, direct or supervise an instructional program. “Teacher” does not include persons holding letters of authorization or the superintendent.

2. Teacher-in-residence. A person who does not have a teacher’s license, but holds a Type VII authorization, who is hired to teach pursuant to a teacher-in-residence program implemented by the school district. A resident teacher is considered a probationary teacher when he or she begins the second year in the teacher-in-residence program.

3. Probationary teacher. A teacher on an annual contract who has not completed three full years of continuous employment in the district and who has not been re-employed for the fourth year. A year of required service for probationary teachers is defined as a full school year if it includes the last 120 days of the academic year.

4. Substitute teacher. A teacher who performs services for a district for four hours or more during each regular school day, but works on one continuous assignment for a total of less than 90 regular school days, or for less than one semester or equivalent time as determined by the annual school year calendar of the district. Substitute teacher does not include a nonprobationary or probationary teacher who is assigned as a permanent substitute teacher within a school district.

5. Itinerant teacher. An itinerant teacher who is employed by a district on a day to day or similar short-term basis as a replacement teacher for a nonprobationary teacher, a probationary teacher or a part-time teacher who is absent or otherwise unavailable (no limit on the number of days worked). An itinerant teacher is considered a substitute teacher.

6. Part-time teacher. A teacher who normally works less than four hours per day.
Adopted by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-9-103 (1.5) (definition of licensed personnel)
   C.R.S. 22-32-109 (1)(f) (board duty to employ personnel)
   C.R.S. 22-32-109.7 (specific board duties regarding personnel)
   C.R.S. 22-32-110.3 (teacher in residence programs)
   C.R.S. 22-60.5-201 (types of teacher licenses)
   C.R.S. 22-60.5-201 (3)(b) (licensure reciprocity for out-of-state applicants)
   C.R.S. 22-63-103 (definitions in Teacher Employment Act)
   C.R.S. 22-63-210(2) (hiring of person in teacher-in-residence program)
   C.R.S. 22-63-203 (2)(a)(II) (definition of probationary teacher)
   20 U.S.C. 1119 (definition of highly qualified teacher contained in No Child Left Behind Act of 2001)
   34 C.F.R. 200.55 (federal regulations regarding highly qualified teachers)
Professional Staff Positions

All instructional personnel, except substitutes, shall be employed on the basis of a written contract. All employment contracts for instructional personnel shall extend for a period of one year or the remainder of the year.

All instructional, administrative and supervisory positions in the school district shall be established initially by the Board. All changes in the titles and/or responsibilities of administrative and supervisory positions shall be approved by the Board.

In each case, the Board shall approve the broad purpose and function of the position in harmony with state and federal laws and regulations and approve a statement of job requirements as recommended by the superintendent.

The superintendent shall write job descriptions for all instructional staff positions that shall include any essential functions required for specific positions.

The superintendent shall recommend candidates to the Board for all instructional staff positions.

Adopted by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-32-110 (1)(h) (Board power to terminate employment)
C.R.S. 22-60.5-101 et seq. (teacher licensure law)
C.R.S. 22-63-101 et seq. (teacher employment law)
20 U.S.C. 1119 (No Child Left Behind Act of 2001)
34 C.F.R. 200.55 (federal regulations regarding highly qualified teachers)
**Instructional Staff Contracts/Compensation/Salary Schedules**

In accordance with Board policy, the superintendent has adopted a salary plan for the regular teaching personnel of the district whereby each teacher in the school district shall be compensated at least commensurate with, but not limited to, education, prior experience and experience in the district.

Salary schedules shall remain in effect until changed or modified by the superintendent in accordance with law. If the Board declares a fiscal emergency during a budget year as allowed by state law, salaries for all employees may be reduced on a proportional basis. The district agrees to make reasonable deductions of moneys which employees voluntarily authorize the district to so deduct, provided such authorization is in writing.

Advancement on the salary schedule from year to year shall be subject to continued professional growth as well as evidence of satisfactory performance in all areas as illustrated on the most recent personnel evaluation results.

Placement on the salary schedule shall be in accordance with requirements developed by the administration.

The district shall comply with statutory provisions regarding salary schedules.

Adopted by the Board: December 1992
Revised by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-32-110 (5) *(agreement with employee group can’t exceed one year term, unless subject to reopener on salaries and benefits)*

*(reductions in)* C.R.S. 22-44-115.5 (2) *(salary or alteration of work year due to fiscal emergency)*

C.R.S. 22-60.5-110 *(renewal of teacher license)*
C.R.S. 22-63-401 through 403 *(teacher compensation laws)*

CROSS REFS.:  
*Administration policy:*  
GCQA, Instructional Staff Reduction in Force
Performance Pay for Instructional Staff

[NOTE: For information on the district's Performance Pay Plan, see Negotiated Policies, Policy #7, Salary.]

LEGAL REFS.: C.R.S. 22-32-110 (5) (agreement with employee group cannot exceed one
year term, unless subject to reopener on salaries & benefits)
(reductions in
salary or alteration of work year due to
C.R.S 22-44-
(2)
115.5 C.R.S 22-60.5-110 (renewal of teacher license)
C.R.S. 22-63-401 through 403 (teacher
compensation laws)
CROSS REFS.:
Administration policy:
GCQA, Instructional Staff Reduction in Force

Board policy:
EL-13, Staff Compensation
Professional Staff Fringe Benefits

Benefits in addition to the basic salary are recognized by the district as an important part of the total compensation plan for staff members. It is the desire of the district that the benefits extended to the staff shall be designed to promote the present and future economic security of employees and to provide incentives for remaining with the district.

1. District employees shall participate in the Public Employees’ Retirement Association in which both the employee and the school district make monthly contributions, unless the employee is exempt from the statutory requirements for PERA membership.

2. To receive benefits other than sick leave, a staff member must be employed on a regular basis. Part-time or substitute employees are not eligible for benefits.

3. An employee who is on extended leave will not be eligible for benefits during the time he or she is on leave. Health insurance benefits and other insurance payments may be continued during the extended leave if that employee pays the total cost (district and/or employee share) of the benefit/deduction.

4. District fringe benefits are as follows:
   a. Sick leave
   b. Public Employees’ Retirement Program
   c. Health/life/dental insurance (single premium)
   d. Vision care (single premium)
   e. Long-term disability insurance
   f. Workers’ Compensation
   g. Sick leave bank
   h. Tax-sheltered annuity programs (administrators only)

5. Employees who resign from or are terminated from the district should immediately contact the payroll office regarding continued health insurance coverage available as a result of federal COBRA laws and regulations.

6. The Employee Benefits Trust committee will be responsible for studying, evaluating and making recommendations regarding insurance benefits for the district staff members. The membership of this committee will include the superintendent, the director of personnel, the chief financial officer, a representative of the Board, two licensed staff members and a classified staff member.
This committee will annually review the benefits and effectiveness of the insurance program. This committee will determine when this annual assessment needs to include input from the full membership.

Adopted by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 8-40-101 et seq. through 8-47-101 et seq. (Workers’ Compensation Act of Colorado)
C.R.S. 22-32-110 (1)(j)
C.R.S. 24-51-101 et seq. (Public Employees’ Retirement Association)

CROSS REFS.: Administration policy:
GBGD, Workers’ Compensation
Professional Staff Vacations and Holidays

The district shall determine the leave, holiday and vacation benefits to be provided to employees. The superintendent shall establish a procedure for the orderly implementation of leave, holiday and vacation policies.

The superintendent may make adjustments in work schedules due to special circumstances and district needs.

Adopted by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REF.: C.R.S. 22-1-112

CROSS REF.: Administration policy: IC/ICA, School Year/School Calendar/Instruction Time

NOTE: For additional details, see "Negotiated Policies," Policy 10, Annual Leave.
Professional Staff Recruiting/Hiring

Recruiting

The superintendent maintains a recruitment program designed to attract and hold the best possible personnel, who are highly qualified as defined by the federal No Child Left Behind Act of 2001 (NCLB), 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 for employment. The search for good teachers and other professional personnel shall extend to a wide variety of educational institutions and geographical areas. It shall take into consideration the diverse characteristics of the school system and the need for staff members of various backgrounds.

Recruitment procedures shall not overlook the talents and potential of individuals already employed in the district schools. Any present employee of the district may apply for a position for which he or she is licensed, highly qualified, and meets other stated requirements.

Background checks

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

Hiring

There shall be no discrimination in the hiring process on the basis of race, color, sex, religion, national background, age, marital status, disability or handicap.

All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. Recruitment procedures will give preference to candidates who meet the NCLB definition of highly qualified.

All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection. However, the final selection for nomination shall be made only by the superintendent.
Appointment of candidates

Nominations shall be made at regular monthly meetings of the Board of Education. Nominations of candidates who are not highly qualified, as defined by the NCLB, will be accompanied with an explanation as to why a highly qualified candidate was not nominated for the position. The vote of a majority of the Board shall be 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 shall 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 by the Board: September 1976
Revised by the Board: September 2003
Revised by the Board: December, 2005

LEGAL REFS.: 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. 22-32-109 (1)(f) (Board duty to employ personnel)
C.R.S. 22-32-109.7 (duty to make inquiries prior to hiring)
C.R.S. 22-32-126
C.R.S. 22-60.5-114 (3) (State Board can waive some requirements for provisional license applicants upon request of school district)
C.R.S. 22-60.5-201 (licensure reciprocity for out-of-state applicants)
C.R.S. 22-61-101
C.R.S. 22-61-103
C.R.S. 22-63-201
C.R.S. 22-63-202
C.R.S. 24-5-101 (effect of criminal conviction on employment)
C.R.S. 24-34-402 (1) (discriminatory and unfair employment practices)
C.R.S. 24-72-202 (4.5) (definition of personnel file in open records law)
42 U.S.C. 653 (a) (Personal Responsibility and Work Opportunity Reconciliation Act)
15 U.S.C. 1681 et seq. (Fair Credit Reporting Act)
20 U.S.C. 1119 (No Child Left Behind Act of 2001)
34 C.F.R. 200.55 (federal regulations regarding highly qualified teachers)

CROSS REFS.:
Administration policy:
GBA, Open Hiring/Equal Employment Opportunity

Board policies:
EL-4, Communication and Counsel to the Board
EL-12, Staff Treatment
Board Policy governing

Professional & Support Staff Recruiting/Hiring

When a vacancy occurs in an existing job position or a new job position has been created within the District the Superintendent shall determine the need to fill such vacant or new position. The determination by the Superintendent to fill a vacant or new position within the District shall be applicable to all job positions within the District including every department, office, school, facility or program and shall be made in advance of solicitation and acceptance of job applications.

If it is determined that the vacant or new position is to be filled, a job description shall be prepared reflecting a summarization of job duties and applicant qualifications and such other information as determined to be suitable to sufficiently describe the vacant or new job position.

An application solicitation process shall be initiated with appropriate advertisement as required by this Policy and when applicable, in accordance with the provisions of the collective bargaining agreements entered into by the District.

Job applications solicited for a vacant or new position shall only be received in the personnel office and shall be processed according to this procedure. Short-term, temporary or interim appointments or assignments may be made without following the advertisement procedure.

1. Vacancies
   When a vacancy is declared in an existing job position or a new job position is created within the District such vacant or new position shall be advertised by the personnel department.

2. Job Descriptions
   Every job position shall have a job description which shall include but is not limited to a detailed listing of the job duties, functions and responsibilities of the position, the mandatory and desired qualifications for the position, minimum work experience, identification of the supervisory authority over the position, any supervision to be exercised by the position, the hours and/or days of work, the location for performance of such job position, the compensation range and benefits, if any, to be offered, and any other pertinent information necessary to sufficiently describe the job position for consideration by all prospective applicants.

3. Applications
   Applications for each vacant or new position shall only be completed on a District-approved job application form and shall only be accepted in the District personnel office.
department. Each job application shall be required to be complete and shall be required to contain or be accompanied by all mandatory supporting documentation (i.e. licenses, certifications, etc.) and shall be signed by the applicant.

If an application is determined to be incomplete at the time of its submission to the personnel department the applicant shall be informed of any omission or deficiency. The applicant shall be permitted to satisfy any omission or deficiency up to the time of closing of the job application solicitation period. If the applicant fails to complete his/her application prior to the closing date for solicitation of applications, such application shall be determined to be incomplete it shall be rejected and no longer considered in the process for the filling of such job position. The applicant shall be notified of such determination.

Should an applicant be interested in more than one vacant or new position a separate job application is required to be completed and filed in the personnel department for each vacant or new position.

Every current employee of the District who believes that he/she possesses the qualifications for the vacant or new position is encouraged to submit an application for such position.

4. Initial Screening of Applications
The personnel department shall collect and hold all job applications for every job position advertised until the close of the job solicitation period. All applications shall then be turned over to the Superintendent or as directed by the Superintendent to the appropriate Department Head, Administrator, Manager or Supervisor for initial review and verification of the initial qualifications of each applicant.

If it is determined that an applicant does not meet the required initial qualifications (i.e. insufficient or lacking documentation of a required license, certification, proof of required work experience, etc.) such application shall be disqualified and removed from further consideration and the applicant shall be notified of such action.

If an applicant has previous work experience in this District, consideration shall be given to such applicant’s pervious work history, job evaluations, personnel file information, etc. in consideration of such applicant’s overall qualification and suitability to fill the vacant or new position.
Any person who has previously worked for this District and who was terminated for cause may be barred from consideration for the filling of any vacant or new position within this District.

5. Job Interview

Each applicant who is determined to have met the initial qualifications for a vacant or new position shall be given further consideration and may be offered a job interview. The Superintendent or assigned Department Head, Administrator, Manager or Supervisor shall schedule a job interview for each initially qualified applicant selected for interview.

The Superintendent or assigned Department Head, Administrator, Director or Supervisor shall schedule a date, time and location for the conduct of a job interview for each initially qualified applicant and shall develop an objective list of questions to be posed to each initially qualified applicant during his/her scheduled interview. Each interviewee shall also be permitted to present to the Interview Committee any verbal or written information that such applicant wishes to have considered by the Interview Committee. A maximum period of time shall be established for the conduct of each interview. Every interview shall be terminated at the expiration of each applicant’s allotted interview time period.

If an applicant declines the offer of a job interview or fails to be available at the scheduled date, time and location for the conduct of his/her scheduled interview, such applicant shall be declared disqualified and his/her application shall be removed from further consideration for the filling of the vacant or new position.

The District reserves the right to reschedule the date, time or location of any job interview for any initially qualified applicant for its own convenience.

In consideration of the filling of the following types of vacancies or new positions within the District the recommended composition of the Interview Committee is as follows:

a) For selection of a Department Head, Administrator, Manager or Supervisor, the recommended Interview Committee is the Superintendent, a Department Head, an Administrator, a teacher, a parent of a student from within the District, if available and such other person(s) determined by the Superintendent suitable to reflect a cross section of the composition of the District. A District Board Member may participate as an observer of the interview process.
b) For selection of a Secondary School Teacher, the recommended Interview Committee shall be composed of the School Administrator, one or more Secondary School Teacher(s) chosen by the School Administrator, the Department Chairperson, if any, and a parent, if available, of a secondary school student at which the vacant or new position will be located.

c) For selection of an Elementary School Teacher, the recommended Interview Committee shall be composed of the School Administrator, no less than one Elementary School Teacher chosen by the School Administrator, and a parent, if available, of an elementary school student of the school at which the vacant or new position will be located.

d) For consideration of selection of an Athletic Coach, the School Administrator and Athletic Director shall be members of the Interview Committee.

e) For consideration of selection of an Assistant Athletic Coach, the School Administrator, Athletic Director and Head Coach shall be members of the Interview Committee.

For the convenience of an initially qualified applicant, the District may permit the conduct of the job interview to be by means of telephonic or video conferencing, if available. In all cases however, every applicant shall be interviewed in the same manner and required to respond to the same list of questions.

The Superintendent or assigned Department Head, Administrator, Director or Supervisor shall arrange for the conduct of job interviews and shall assemble an Interview Committee who members shall objectively assess the qualifications of each interviewed applicant based upon such applicant’s application, responses to interview questions, submission of oral or written information, comments made during interview and all such other information and documentation presented by each applicant.

The District solely holds the right to determine the composition and membership of the Interview Committee however any Interview Committee Member who has a familial relationship with any applicant shall not be permitted to participate in the interview process of such applicant. An attempt shall be made to have another individual serve as an Alternate Member of the Interview Committee to fill in the event of an absence of an Interview Committee Member.

Following the completion of all job interviews of selected initially qualified applicants, the Interview Committee shall collectively discuss and consider the interview of each
applicant and shall establish a ranking of all applicants based upon the averaging of 
individual scoring made by each Interview Committee Member for each respective 
applicant. The results of the ranking process shall be tabulated and submitted to the 
Superintendent for consideration in the final selection process for the filling of the vacant 
or new position.

6. **Background Investigation and Scrutiny of Applicant References**

Following the conduct of job interviews the Superintendent or assigned Department 
Head, Administrator, Manager or Supervisor shall undertake a background 
investigation of the applicant with the highest ranking as determined by the Interview 
Committee and considered to be best qualified to fill the vacant or new position. Such 
background investigation shall be for the purposes of determining his/her suitability and 
fitness for employment. Such background investigation may include but shall not be 
limited to all reference checks of the finalist applicant, inquiries with former employers, 
and verifications of other claimed qualifications or experience by the finalist applicant. 
Should the background investigation of the candidate with the highest ranking prove to 
be unsuccessful, the same background investigation process shall be undertaken for the 
succeeding candidate(s) in the order of their respective ranking by the Interview 
Committee.

Once the background investigation process has been completed the applicant determined 
to be the finalist candidate shall be made by the Superintendent. Contact shall be made 
with the Colorado Department of Education to determine the validity of any licenses or 
certifications and any criminal history of the finalist applicant involving children and/or 
domestic violence and to determine if finalist applicant had ever been convicted of a 
criminal act, had his/her teaching license annulled, suspended or revoked as a result of 
such criminal act, pled nolo contendere to, or received a deferred sentence.

An investigation shall also be made to determine if the finalist candidate had ever been 
dismissed by or resigned from a school district as a result of an allegation of unlawful 
behavior involving a child, including unlawful sexual behavior which was supported by a 
preponderance of evidence according to information provided to the Department of 
Education by the school district and confirmed by the department in accordance with 
State law.

A determination shall also be made of the finalist applicant’s qualification under the 
federal requirements for No Child Left Behind (NCLB) Act of 2001, if the vacant or new 
position to be filled is a teaching position necessitating a Highly Qualified Teacher.
7. **Credit Report**
   If the Superintendent determines the need to obtain a financial credit report on a finalist applicant, the personnel department shall not obtain such financial credit report on a finalist applicant unless an authorization has been solicited from and written permission granted by the finalist applicant to the District. Should a financial credit report be obtained by the District it shall not be relied upon to deny the offer of employment unless the personnel department has supplied the finalist applicant with a copy of the financial credit report and a summary of the finalist applicant’s rights. The personnel department shall provide the finalist applicant notice that the action has been taken, as well as: the name, address and telephone number of the financial credit bureau supplying the report; a statement that the credit bureau was not involved in the decision to decline an offer of employment; and a notice of the finalist applicant’s right to dispute the information in the report.

8. **Placement Interview**
   The Superintendent or assigned Department Head, Administrator, Manager or Supervisor shall make a determination of the suitability of the finalist applicant to fulfill the specific job position or assignment and to determine if the finalist applicant has been given due consideration to the District’s affirmative action plan.

9. **Selection and Job Offer**
   Upon determination of the best qualified applicant to fill a vacant or new position, the Superintendent or designated Department Head, Administrator, Manager or Supervisor shall make contact with the selected applicant to discuss the prospective job offer by the District including the terms of a draft employment contract, the initial date of employment, the rate of compensation and offered benefits and such other details applicable to the prospective formal offer of employment by the District.

   The Superintendent, with assistance of a Department Head, Administrator, Manager or Supervisor shall formally present the name of the recommended applicant for the filling of a vacant or new position to the Board of Education for approval and the authorization of an offer of an employment contract.

10. **Employment Contract**
    Following the selection of the best qualified applicant he/she shall be provided a written contract which shall include a work scope/job description, the amount of salary or rate of compensation and benefits, if any, the duration of the contract period (i.e. seasonal, ten month, twelve month, etc.)

    For employment contracts entered into with the coach for each seasonal sport activity or athletic activity, such contract shall include a mandatory checklist to be completed by
such coach at the conclusion of the respective seasonal sport or athletic activity which shall include but shall not be limited to preparation and submission of a complete inventory and accounting for all sport or athletic uniforms, garments, athletic gear, equipment, supplies and materials.

The employment contract entered into with each coach shall also contain the requirement for preparation of an objective evaluation by the Athletic Director of such coach’s performance, demeanor and overall conduct during the seasonal sport or athletic activity period. Head coaches of each seasonal sport or athletic activity period shall be required to prepare and submit to the Athletic Director a similar objective evaluation of the performance, demeanor and overall conduct of each assistant coach under his/her charge during the seasonal sport or athletic activity.

11. Information Report to State

In accordance with federal and State laws, the personnel department shall file a report of the name, address and social security number of each new employee hired by the District to the Child Support Enforcement Office of the State of Colorado. This report shall be made within twenty (20) days of the initial date of hire and shall be submitted even if the employee terminates his/her employment by the District. In such event, the personnel department shall report the last known address of the individual and the termination of employment shall be conveyed to the applicable State agency. In the event of receipt by the District of a Notice of Wage Assignment, the personnel department shall remit the mandated payment within seven (7) days of withholding of the mandated payment in accordance of the Notice of Wage Assignment.

Adopted by the Board: September 1976 Revised by the Board: September 2003 Revised by the Board: December, 2005 Revised by the Board: September, 2014
Part-Time and Substitute Professional Staff
Employment/Qualifications of Substitute Staff

The superintendent will maintain an authorized list of qualified substitute employees who shall be utilized in the event of an employee absence. Prior to adding a person’s name to the list, a background check shall be carried out in accordance with state law.

Attendance center administrators will select substitutes from the list. Every effort will be made to employ only licensed personnel as substitute teachers but if no licensed persons are available, people with a college education may be utilized.

Substitute teachers employed by the district in the various attendance centers will be paid according to the district-approved rate.

In the event that a substitute teacher is on a prolonged assignment (in excess of 20 continuous teaching days for any one teacher), the substitute shall receive per diem pay for each continuous school day in excess of 20. The per diem pay shall be calculated on the B.A. Step 0 column of the teacher salary schedule and shall be conditioned upon a positive recommendation by the school principal to the superintendent.

The Board shall approve the temporary employment of instructional personnel at its next regular meeting. Authorization by the Board of Education to pay such personnel shall constitute employment by the district for services provided during the period of time covered by such payment. Such payment shall not constitute any assurance or offer of continuing employment without specific Board action.

The superintendent annually shall determine the district’s needs for substitute teachers and the availability of substitute teachers who meet the licensure requirements of state law. If it is determined that a shortage of qualified substitute teachers exists, the superintendent will make the Board aware of the shortage and the Board shall attest that an emergency exists due to a demonstrated shortage of licensed or authorized substitute teachers in the district. Qualified applicants shall be encouraged to apply for emergency substitute authorization in accordance with state regulations.

All persons hired as emergency substitute teachers shall be fingerprinted in accordance with the requirements of state law.

The superintendent shall take any necessary steps to increase the available pool of substitute teachers by encouraging qualified persons to seek the appropriate license or authorization as provided by state law and regulation.
Principals shall record all substitute employees utilized during each pay period on a form provided by the superintendent.

Adopted by the Board: January 1979
Revised by the Board: September 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-9-106 (1)(b) (licensed personnel evaluation system)
C.R.S. 22-32-109.7 (duty to make inquiries prior to hiring)
C.R.S. 22-32-109.8 (fingerprinting requirements for non-licensed positions)
C.R.S. 22-60.5-111 (types of authorizations)
C.R.S. 22-63-103 (6), (10) (definition of part-time teacher, definition of substitute teacher)
1 CCR 301-37, Rules 2202-R-4.09 (Educator Licensing Act regulations-renewal of substitute authorizations)

CROSS REFS.:
Administration policies:
GCE/GCF, Professional Staff Recruiting/Hiring
GCOA, Evaluation of Instructional Staff
GDE/GDF, Support Staff Recruiting/Hiring

Board policy:
EL-13, Staff Compensation

NOTE: For additional details for teachers, see !Negotiated Policies," Schedule A, Teacher Salary Schedule.
Mentor Teachers/Administrators

The building principal shall develop guidelines for selecting mentors to work with initial licensees in the district’s induction program. Educators selected as mentors should be those who model outstanding skills and school leadership as teachers, principals or administrators, as appropriate, and who have demonstrated exemplary skills under the district’s performance standards.

Principals and supervisors should encourage effective, experienced educators to take advantage of the mentoring program as a staff development opportunity. Those who are selected as mentors should work well with adults, be sensitive to the viewpoint of others, and demonstrate interpersonal and public relations skills.

To the extent possible, the guidelines for the assignment of mentors shall provide that the mentor is closely matched to the inductee in terms of academic preparation and assignment and be located, when possible, in close proximity to the inductee.

The mentor shall be responsible for long-term orientation of the mentee as the individual prepares for professional licensure. The mentor shall maintain a log of contact time and activities completed by the mentor and mentee as part of the induction plan.

The assistance provided through a mentor shall not be part of the district’s formal evaluation system. A staff development program shall be available for mentors.

Mentors shall be compensated for their assistance in accordance with district policy or, if the mentor is from another district, at the rate agreed upon between the districts.

Principals/administrators

Mentors for principals and other administrators may be selected from a variety of sources including school district personnel, personnel from other districts and retired administrators.

Mentors selected for principals and administrators with provisional licenses shall be:

- Experienced administrators or principals.
- Perceived by colleagues as effective.
- Selected to match the experience of the inductee.
Mentors must:

• Have demonstrated effective communication skills including problem solving and written communication.

• Have demonstrated skills in questioning and giving feedback.

• Be committed to ongoing professional growth.

Adopted by the Board: December, 2005

LEGAL REF.:  C.R.S. 22-60.5-102(12),(13),(14),(15)

CROSS REF.:  

*Administration policy:  GCHC*, Professional Staff Induction Program
Professional Staff Induction Program

In accordance with law, the district shall provide an induction program for the continuing professional development of teachers, special service providers, principals and administrators with initial licenses just entering the profession and new to the district.

The purpose of the induction program under the educator licensing law shall be to promote purposeful learning by inductees rather than learning about the district and teaching through trial and error. The goal of the district's program is to enhance the job satisfaction of its educators by providing a collegial atmosphere for teaching and learning.

The induction program shall provide for supervision by mentors and ongoing professional development and training, including ethics and performance evaluations in accordance with the district's performance evaluation system.

The district's induction program shall include four major components:

- Orientation of newcomers to new professional roles
- Socialization and transition problems normally faced by newcomers to organizations
- Technical skill refinement and development including ethics
- Performance assessment

Through the induction program, inductees shall be provided information about district policies and regulations, local district goals, content standards, and educator roles and responsibilities.

A mentor shall be selected for each inductee to model the professionalism of the teaching staff employed by this district.

It is recognized that the content and experience needed by an inductee will vary, based on each individual's previous experiences prior to receiving an initial license.

The district delivering the induction program, shall establish criteria to evaluate an inductee who has successfully completed the program. Among the important criteria shall be completion of activities listed in the inductee's professional growth plan, evidence in the inductee's portfolio of meeting or exceeding the professional educator standards, satisfactory summative evaluation by the supervisor and recommendations by the mentor and supervisor.
The building principal shall make a recommendation to the superintendent regarding the completion of the induction program. The superintendent shall be responsible for recommending the inductee to the state for a professional license.

Nothing in this policy nor in the induction program itself shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment. A favorable recommendation that an inductee receive a professional teaching license at the conclusion of the induction program is a decision separate and distinct from any decision about continued employment in the district. All employment decisions with regard to instructional staff remain within the continuing discretion of the Board of Education.

The superintendent has established a process to evaluate the district's induction program so that it fits within the comprehensive district-wide professional growth plan for district personnel.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-60.5-102 (7)
   C.R.S. 22-60.5-114 (2)
   C.R.S. 22-60.5-201 (1)(c)(l)(B)
   C.R.S. 22-60.5-204 (teachers)
   C.R.S. 22-60.5-210 (1)(b)(l)(B)
   C.R.S. 22-60.5-213 (special services providers)
   C.R.S. 22-60.5-301 (1)(b)(l)(C)
   C.R.S. 22-60.5-304 (principals)
   C.R.S. 22-60.5-306 (1)(b)(l)(C)
   C.R.S. 22-60.5-309 (administrators)

CROSS REF.:
Administration policy:
GCHA/GCHB, Mentor Teachers/Administrators

NOTE 1: By law, all initial license holders (teachers, special service providers, principals and administrators) are required to complete an approved induction program prior to professional licensure. School districts may develop their own induction program or work in cooperation with other districts, BOCES or institutions of higher education. The program must be approved by the State Board of Education.

NOTE 2: The State Board of Education may grant a waiver of the induction program upon a sufficient showing that implementation would cause extreme hardship to the district. The district's application for waiver of the induction program requirement must include a plan for support, assistance and training of initially licensed educators.
Professional Staff Development

The district believes that student achievement must drive all professional staff development efforts and that professional development is an indispensable part of overall school improvement. To support these beliefs, the district is committed to allocating adequate resources, including people, time and facilities, to professional development that is effective.

The superintendent shall develop a professional development program that:

- is rigorous, results-based, data-driven and tied to student achievement.
- is ongoing and an integral part of each professional staff member’s workday.
- uses a variety of approaches and professional development models.
- is collaborative, school-centered and involves teachers in its design.
- focuses on teachers as central to student learning, yet includes all other members of the school community.
- focuses on student learning.
- is rich in academic content, learning processes, current research, materials and technologies.
- uses the systematic study of student work to improve teaching and learning.
- occurs in environments of safety, trust and shared problem solving.
- promotes equity.

The professional development program shall be designed to support achievement of the district’s educational objectives, including that all students meet or exceed state and district content standards.

The superintendent shall evaluate the effectiveness of the professional development program on an on-going basis and modify the program accordingly.

Participation in the professional development program is required of teachers and administrators.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-7-407 (2)(e) (district required to develop plan to provide professional educator development in standards-based education) C.R.S. 22-32-109 (1)(n),(z) (board required to determine number of hours/days of school; board required to provide in-service program related to abuse and neglect under Child Protection Act) C.R.S. 22-32-110 (1)(k) (board has power to adopt policies related to in-service training and professional growth of employees) C.R.S. 22-60.5-110 (3)(b) (licensed staff required to complete on-going professional development)
CROSS REFS.:

Administration policies:
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives

Board policy:
EL-5, Commitment to Accomplishment and Accountability
Professional Staff Training, Workshops and Conferences
(Professional Leave)

The district encourages staff members to continue their professional growth and desires to reflect this value in its policies and procedures.

The superintendent or designee may grant leaves for employees to attend conferences, workshops, conventions, etc. when such conferences are related to the employee’s work. If prior approval of the principal/supervisor and the superintendent or designee is obtained, professional leave related to the employee’s work may be granted without loss of pay.

Adopted by the Board: March 1995
Revised by the Board: December, 2005

NOTE: For additional details for teachers, see "Negotiated Policies," Policy 10-Annual Leave.
Professional Staff Training, Workshops and Conferences
(Professional Leave)

When feasible, professional growth activities should be scheduled at a time when school is not in session so as to minimize classroom disruption.

Requests for professional leave should be submitted to the employee’s supervisor, utilizing the district’s leave request form.

Decisions regarding professional leave requests will be approved by the supervisor and by the superintendent on an individual basis. Decisions should focus on the school philosophy, school goals and objectives, and individual needs. Consideration shall also be given to prior utilization of professional leave and membership in the sponsoring organization.

Employees will not be granted professional leave to engage in activities for which they will be remunerated unless the activity is clearly associated with the educational profession. Officiating at athletic events shall not be considered as “professionally related activities.” The final determination of what constitutes a professionally related event shall be made by the superintendent.

The district has the right to pay all expenses necessitated by a professional growth experience, to pay part of the expenses or to pay none of the expenses. If expenses are to be paid by the district, the amount should be agreed to in conjunction with the professional leave approval.

Approved: March 1995
Revised: December, 2005

NOTE: For additional details for teachers, see Negotiated Policies, Policy 10-Annual Leave.
Professional Staff Training, Workshops and Conferences
(Professional Development Reimbursement Request)

Staff members who plan on participating in professional development activity for which they expect to receive reimbursement for and/or will be absent from their normally assigned duty, must complete this form and have it approved by the supervising principal and the superintendent prior to participation in the activity. Once the activity is completed, the employee must submit a purchase order request with attached receipts, along with an approved copy of this form, to the business office in order to receive reimbursement. If the attendance is approved, the employee is responsible for completing the appropriate leave requests.

Applicant’s name________________________________________ Date________
School________________________________________________________ Position________

1. My attendance at this activity has been requested by my attendance center administrator yes____ no____

2. Purpose of request
[ ] Conference workshop, professional meeting
[ ] College course
[ ] Other (explain)_______________________________________________

3. Attached description of proposed activity, including when, where, etc. (Workshop brochure, college course outline, etc.)

4. Specify how this activity will assist you in meeting your professional goals and the goals of the school to which you are assigned (attach statement)._______

5. Describe estimated expenditures for which you expect to be reimbursed:____

6. Will a substitute be required in your absence? ___yes ___no

TO BE COMPLETED BY THE APPLICANT’S SUPERVISING PRINCIPAL
(if applicable)

I have reviewed this request and recommend _____approval _____denial of this request based on the following:______________________________________________________________

Signature of principal_________________________________ date_____________

NOTE: For additional details for teachers, see "Negotiated Policies," Policy 10-Annual Leave.

Issued: March 1995
Revised: December, 2005
Instructional Staff Assignments and Transfers

The assignment of instructional staff members and their transfer to positions in the various schools and departments of the district is determined by the superintendent. The following criteria shall serve as guidelines:

1. Contribution which staff member could make to student achievement in a new position.

2. Qualifications of staff member, including teacher's level of endorsement, compared to those of outside candidates, both for position to be vacated and for position to be filled.

3. Recommendation and/or approval of the principal(s) involved.

4. Opportunity for the staff member's professional growth.

5. Wishes of staff member regarding assignment or transfer.

Staff members may request a transfer from the superintendent to any vacant position available in the district.

The superintendent shall endeavor to inform teachers of their assignments upon issuance of contracts for the ensuing school year.

Adopted by the Board: September 1976
Revised by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-32-126 (3) (principal submits recommendations to superintendent)
C.R.S. 22-63-206 (transfer of teachers and compensation)

CROSS REF.:
Administration policy:
GCE/GCF, Professional Staff Recruiting/Hiring
Trinidad School District #1

Administrative Staff Assignments and Transfers

A teacher who holds an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such a position and, if so assigned, with a salary corresponding to the position. The district may consider the years of service accumulated while the teacher was occupying the administrative position when the district determines where to place the teacher on the salary schedule.

The three school years of continuous employment required for the probationary period is not deemed interrupted if a probationary teacher accepts the position of superintendent. However, the period of time during which a probationary teacher serves in such capacity will not be included in computing the probationary period.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-63-203 (2)(b)(IV)
C.R.S. 22-63-206 (2)
Professional Staff Schedules and Calendars

The following policies shall govern the time schedules of instructional personnel:

1. The work year for regular, full-time instructional employees employed on a school-year basis shall be 165 days. 158 days shall be planned student-teacher contact and instruction days; five days shall be used for district and building orientation, inservice training or curriculum development.

   If the Board declares a fiscal emergency during the budget year as allowed by state law, the work year of all employees may be altered.

2. Generally, the working day for these employees shall be determined by the school day established for students and by the instruction and activity schedules set up by the principal.

3. Every effort shall be made by the administration to provide a uniform work day for employees where this is practical and consistent with the safe and efficient administration of the schools.

4. The work day shall provide for a one-half hour duty-free lunch period.

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 22-44-115.5 (2)

CROSS REFS.:
   Administration policy:
      IC/ICA, School Year/School Calendar/Instruction Time

   Board policy:
      EL-8, School Year Calendar
Evaluation of Instructional Staff

The Board recognizes that sound appraisal of teaching performance is critical in achieving the educational objectives of the school district. The Board expects its supervisory and administrative staffs to exert reasonable efforts to help and encourage staff members to develop their teaching personalities and instructional abilities to an optimum degree.

In keeping with state law and Board policy, the performance evaluation system shall serve as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure professional growth and development and level of performance of licensed personnel. The evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance.

The Board shall consult with district administrators, teachers, parents and the advisory school district personnel performance evaluation council in developing the evaluation system.

The basic requirements of the evaluation system shall be:

1. All licensed personnel, including full-time and part-time teachers, shall be regularly evaluated by an administrator/supervisor who has a principal or administrator license issued by the Colorado Department of Education and/or such administrator’s/supervisor’s designee, who has received education and training in evaluation skills approved by the Colorado Department of Education that will enable them to make fair, professional and credible evaluations of the personnel whom they are responsible for evaluating.

2. Evaluations shall be conducted in a fair and friendly manner and shall be based on written criteria which pertain to good teaching and the staff member’s particular position.
3. Standards for satisfactory performance of licensed personnel and criteria which can be used to determine whether performance meets such standards shall be developed. One of the standards for measuring teacher performance shall be directly related to classroom instruction and shall include multiple measures of student performance. The district personnel performance evaluation council shall be an active participant in the development of standards of performance.

4. All evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.

5. The system shall identify the various methods which will be used for information collection during the evaluation process such as direct and informal observation and peer, parent or student input obtained from standardized surveys. All data on which an evaluation judgment is based will be documented to the extent possible and available for the teacher’s review.

6. The evaluation system shall specify the frequency and duration of the evaluation process which shall be on a regular basis to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Teachers shall receive documented observations and written evaluation reports in accordance with state law as set forth in the regulation accompanying this policy.

7. All written evaluation reports shall be specific as to performance strengths and weaknesses, specifically identify when a direct observation was made, identify data sources, and contain a written improvement plan. The written improvement plan shall be specific as to what improvements if any are needed in performance.

   The staff member concerned shall have an opportunity to review the document with the supervisor who makes the evaluation, and both shall sign it and receive a copy. The evaluator’s supervisor shall also review and sign the evaluation report.

   If the evaluatee disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.

8. The system shall contain a process to be followed when a teacher’s performance is deemed unsatisfactory. In accordance with state law, this process shall provide for a notice of deficiencies, a remediation plan and a reasonable opportunity to correct the deficiencies.
The school district shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal or other employment decisions relating to school personnel.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee’s contract status or assignment under the terms of the employment contract and state law. The content of the evaluation, the ratings given and any improvement or remediation plan shall not be grievable under the district’s formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law.

Adopted: May 24, 2011

LEGAL REFS.: C.R.S. 22-9-101 et seq. (Licensed Personnel Performance Evaluation Act)
C. R.S. 22-63-103 (definition of probationary teacher)
C. R.S. 22-63-301 (grounds for dismissal)
C.R.S. 22-63-302 (8) (burden of proof)

CROSS REFS.: BDFA*, District Personnel Performance Evaluation Council
GCOE*, Evaluation of Evaluators
GCQF, Discipline, Suspension and Dismissal of Professional Staff IK, Academic Achievement
NOTE: While Colorado school districts are not 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.

Evaluation of Instructional Staff

Evaluations shall be conducted in accordance with state law and Board policy to improve instruction, enhance the implementation of programs in the curriculum, and measure the professional growth and development of personnel and level of performance of each licensed employee. Evaluations also shall serve as the measurement of satisfactory performance for teachers and documentation for dismissal for unsatisfactory performance.

Even though the evaluation process is designed to encourage and assist licensed employees to perform at a level consistent with the district’s standards, the evaluator or the superintendent may recommend to the Board of Education that changes be considered in contract status or assignment in accordance with state law and Board policy.

The procedures necessary to administer and implement the district’s evaluation policy are as follows:

Initial requirements

All licensed personnel shall be evaluated, including part-time teachers. An organization chart or comparable document will be prepared to identify the evaluator by title or position for each teacher. The chart will indicate which position(s) each evaluator will evaluate and which administrator is responsible for evaluating the evaluator. Evaluations will be made by the principal or administrator who directly supervises the teacher to be evaluated and/or such principal’s or administrator’s designee, who has received education and training in evaluation skills approved by the Colorado Department of Education.

A job description will be developed for each licensed employee which sets forth expectations from the school district for the position. Similar job descriptions will be used for all employees with similar staff assignments.

Written standards for satisfactory performance will be developed as well as criteria to be used to determine whether a teacher’s performance meets district standards. One of the standards for measuring teacher performance shall be directly related to classroom instruction and shall include multiple measures of student performance. The district personnel performance evaluation council will actively participate in the development of the standards.
Other criteria will be developed for evaluation of each position prior to the evaluation. The criteria will relate to the particular position as set forth in the individual’s job description and any outcomes which are expected from the position.

Information will be made available to each teacher about the evaluation system, the evaluation policy and procedures and the responsibilities of the evaluator and teacher. In addition, all evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.

**Information collection**

The evaluator will directly observe the teacher as well as compile other data in accordance with the district’s evaluation system. Peer, parent or student input may be obtained from standardized surveys.

No evaluation information will be gathered by electronic devices without the consent of the teacher.

The evaluator will identify and document to the extent possible all relevant sources of data used as the basis for any evaluation judgments.

**Frequency and duration**

Probationary teachers shall receive at least two documented observations and one evaluation that results in a written evaluation report every year. Non-probationary teachers shall receive at least one documented observation each year and at least one evaluation that results in a written report every three years. Effective 2012-2013, non-probationary teachers shall receive a written evaluation report each academic year.

Variations will be permitted in this evaluation schedule, whether requested by the evaluator or teacher, when the teacher is notified by the evaluator that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system.

A report shall not be written until the required documented observations and data collection are completed. Minor adjustments and variations in the process will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected from which reliable findings and conclusions may be drawn.

Teachers shall receive the written evaluation report at least two weeks before the last class day of the school year.
Documentation

The evaluator will prepare a written evaluation report at the conclusion of the evaluation process which will include the following:

1. An improvement plan which is specific as to what improvements, if any, are needed in the performance of the teacher and which clearly sets forth recommendations for improvements including recommendations for additional education and training during the teacher’s license renewal process.
2. Specific information about the strengths and weaknesses in the performance of the teacher.
3. Documentation identifying when a direct observation was made.
4. Identification of all data sources.

The evaluation report will be discussed with the teacher. Both the evaluator and the teacher will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the teacher disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.

Each report will be reviewed and signed by a supervisor of the evaluator.

The evaluator will maintain a cumulative file of all pertinent data relating to each teacher’s evaluation, including the evaluation report. This file will be available for the teacher’s review and will include any written comments or documents submitted by the teacher.

Unsatisfactory performance

A teacher whose evaluation indicates performance is unsatisfactory will be given:

1. A notice of deficiencies;
2. A remediation plan developed by the evaluator and the teacher;
3. A reasonable period of time to correct the deficiencies; and
4. A statement of resources and assistance, including professional development opportunities, available to help the teacher achieve a satisfactory rating in the next evaluation.

Further evaluations of a teacher on a remediation plan will occur on a different cycle than the annual evaluation, if necessary.
If the teacher’s next evaluation shows the teacher is performing satisfactorily, no further action need be taken.

If the teacher’s next evaluation indicates the teacher still is not performing satisfactorily, the evaluator either will make additional recommendations for improvement or take any necessary steps to recommend dismissal or other appropriate action.

Appeal

The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures.

The teacher may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.

Informal evaluations or observations may be made whenever appropriate.

Approved: May 24, 2011
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.

Evaluation of Administrative Staff

The Board shall institute and maintain a comprehensive program for the evaluation of all licensed administrative personnel, including principals.

The purpose of administrator evaluations shall be to assist administrators in developing and strengthening their professional abilities, improve the instructional program, enhance the implementation of curricular programs, and measure professional growth and development and level of performance of administrators. The evaluation system also shall serve as the measurement of satisfactory performance and documentation for an unsatisfactory performance dismissal proceeding under state law, if applicable.

The evaluation process shall provide for:

1. Cooperative planning of job performance objectives by administrator and evaluator.
2. Evaluation in relation to job description and objective accomplishments.

The Board shall consult with district administrators, parents and the advisory school district personnel performance evaluation council when developing the process for evaluation of licensed administrators.

All licensed administrators or principals that administer, direct or supervise the instructional program shall be evaluated consistent with state law.

The basic requirements of the evaluation system as it pertains to licensed administrators shall be:

1. All licensed administrators shall be regularly evaluated by a supervisor possessing a principal or administrator license issued by the Colorado Department of Education or such supervisor’s designee, who has received education and training in evaluation skills approved by the Colorado Department of Education which will enable them to make fair,
professional and credible evaluations of the personnel whom they are responsible for evaluating.
2. Evaluations shall be conducted using multiple fair, transparent, timely, rigorous and valid methods and shall be based on predetermined written criteria which pertain to the administrator’s position.

3. Standards for satisfactory performance of administrators and criteria which can be used to determine whether performance meets such standards shall be developed. The district personnel performance evaluation council shall be an active participant in the development of standards of performance.

4. Evaluation standards and criteria shall be given in writing to all administrators and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.

5. The system shall identify the various methods which will be used for information collection during the evaluation process such as direct and informal observation and peer, parent, or student input obtained from standardized surveys. Each principal’s evaluation shall include input from teachers employed at the school. All data on which an evaluation judgment is based will be documented to the extent possible and available for the administrator’s review.

6. The evaluation system shall specify the frequency and duration of the evaluation process which shall be on a regular basis to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Principals shall receive one evaluation that results in a written report each academic year.

7. All written evaluation reports shall be specific as to performance strengths and weaknesses, specifically identify when a direct observation was made, identify data sources, and contain a written improvement plan. The written improvement plan shall be specific as to what improvements if any are needed in performance.

The administrator concerned shall have an opportunity to review the document with the supervisor who makes the evaluation, and both shall sign it and receive a copy. The evaluator’s supervisor shall review and sign the evaluation report. If the superintendent is the evaluator, the signature shall be that of the president of the Board of Education.

If the administrator disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.
8. The system shall contain a process to be followed when a principal’s performance is deemed unsatisfactory. In accordance with state law, this process shall provide for a notice of deficiencies, a remediation plan and an opportunity to correct the deficiencies.

The school district shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

The superintendent shall make regular reports to the Board concerning the outcome of administrator evaluations.

Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal or other employment decisions relating to school personnel.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee’s contract status or assignment under the terms of the employment contract and state law. The content of the evaluation, the ratings given and any improvement or remediation plan shall not be grievable under the district’s formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law.

Adopted: May 24, 2011

LEGAL REFS.: C.R.S. 22-9-101 et seq. (Licensed Personnel Performance Evaluation Act)
C.R.S. 22-32-109 (1)(jj) (board’s duty to identify areas in which principals may need professional development)
C.R.S. 22-32-126 (employment and authority of principals)
C.R.S. 22-63-30 1 (grounds for dismissal)
C.R.S. 22-63-302 (8) (burden of proof)

CROSS REFS.: BDFA*, District Personnel Performance Evaluation Council
GCOE*, Evaluation of Evaluators
GCQF, Discipline, Suspension and Dismissal of Professional Staff
NOTE: All licensed administrators who administer, direct or supervise the instructional programs are subject to the Licensed Personnel Performance Evaluation Act. As used herein the term administrator includes principals. However, as indicated in the policy, certain requirements of the Act apply only to principals. Prior to SB 191, principals were required to receive at least one documented observation each year and at least one evaluation that results in a written report every three years. CASB interprets the current law to require principals to receive one evaluation that results in a written report each academic year. It is important for local boards to confer with their own legal counsel for specific advice on how to proceed.

The basic requirements of the evaluation system set forth in this policy and the accompanying regulation contain the minimum legal requirements of the Act. However, the Board has discretion to fashion its own evaluation system as long as it meets the statutory requirements. Therefore, to be more consistent with actual practice, we have modified the frequency and reporting requirements from those contained in the Act.

Although the Act only applies to licensed administrators involved in instructional programs, this policy could be extended to make those requirements applicable to the evaluation of all administrators.
NOTE: While Colorado school districts are not 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.

Evaluation of Administrative Staff

Evaluations shall be conducted in accordance with state law and Board policy to assist licensed administrators in developing and strengthening their professional abilities, improving instruction, enhancing the implementation of programs in the curriculum, and measuring the professional growth and development and level of performance of administrators. Evaluations also shall serve as the measurement of satisfactory performance for administrators and documentation for an unsatisfactory performance dismissal proceeding under state law, if applicable.

Even though the evaluation process is designed to encourage and assist administrators to perform at a level consistent with the district’s standards, the evaluator or the superintendent, if not the evaluator, may recommend to the Board of Education that changes be considered in contract status or assignment.

The procedures necessary to administer and implement the district’s evaluation policy for administrators are as follows:

Initial requirements

All licensed administrators shall be evaluated. An organization chart or comparable document will be prepared to identify the evaluator by title or position for each administrator. The chart will indicate which position(s) each evaluator will evaluate and which supervisor is responsible for evaluating the evaluator.

Evaluations will be made by the administrator’s supervisor, who shall possess a principal or administrator license issued by the Colorado Department of Education, or the supervisor’s designee, who has received education and training in evaluation skills approved by the Colorado Department of Education.

A job description will be developed for each administrative position. The administrator annually will establish job performance objectives in cooperation with the evaluator.

Written standards for satisfactory performance will be developed as well as criteria to be used to determine whether an administrator’s performance meets district standards. The district personnel performance evaluation council will participate in the development of the standards.
Other criteria will be developed for evaluation of each position prior to the evaluation. The criteria will relate to the particular position as set forth in the individual’s job description and any outcomes which are expected from the position.

Information will be made available to each administrator about the evaluation system, the evaluation policy and procedures and the responsibilities of the evaluator and evaluatee. In addition, all evaluation standards and criteria shall be given in writing to administrators and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.

**Information collection**

The evaluator will use the most appropriate means of data collection available to assess the administrator’s performance. The data collected primarily will be based on direct observation when appropriate and/or first-hand knowledge of the administrator’s performance.

Each principal’s evaluation shall include input from the teachers employed in the principal’s school and may include input from students and parents. The information from teachers, students and parents shall remain anonymous and confidential.

The evaluation of any other administrator may include peer, parent or student input obtained from standardized surveys.

No evaluation information will be gathered by electronic devices without the consent of the administrator.

The evaluator will identify and document to the extent possible all relevant sources of data used as the basis for any evaluation judgments. The administrator’s self evaluation also will be considered as a source of information during the evaluation process.

**Frequency and duration**

*NOTE: For principals, CASB interprets state law to require, at a minimum, one evaluation that results in a written report during each academic year. The district has discretion as to the frequency of the evaluations for all other administrators.*

Administrators in their first three years of service in the district will be evaluated two times during each year. All other administrators will be evaluated at least one time. Each evaluation will result in a written report.

Variations will be permitted in this evaluation schedule, whether requested by the evaluator or administrator, when the administrator is notified by the evaluator that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system.
Principals shall receive one evaluation that results in a written report each academic year.

A report shall not be written until any required observations and data collection are completed. Minor adjustments and variations in the process will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected from which reliable findings and conclusions may be drawn.

All administrator evaluations will be completed before the end of each school year.

Documentation

The evaluator will prepare a written evaluation report at the conclusion of the evaluation process which will include the following:

1. An improvement plan which is specific as to what improvements, if any, are needed in the performance of the administrator and which clearly sets forth recommendations for improvements including recommendations for additional education and training during part of the administrator’s license renewal process.

2. Specific information about the strengths and weaknesses in the performance of the administrator.

3. Documentation identifying when a direct observation was made.

4. Identification of all data sources.

The evaluation report will be discussed with the administrator. Both the evaluator and the administrator will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the administrator disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.

Each report will be reviewed and signed by a supervisor of the evaluator.

The evaluator will maintain a cumulative file of all pertinent data relating to each administrator’s evaluation, including the evaluation report. This file will be available for the administrator’s review and will include any written comments or documents submitted by the administrator.

Unsatisfactory performance – principals

A principal whose evaluation indicates performance is unsatisfactory will be given:

1. A notice of deficiencies;
2. A remediation plan developed by the evaluator and the principal;

3. A reasonable period of time to correct the deficiencies; and

4. A statement of resources and assistance, including professional development opportunities, available to help the principal achieve a satisfactory rating in the next evaluation.

Further evaluations of a principal on a remediation plan will occur on a different cycle than the annual evaluation, if necessary.

If the principal’s next evaluation shows the principal is performing satisfactorily, no further action need be taken.

If the principal’s next evaluation indicates the principal still is not performing satisfactorily, the evaluator either will make additional recommendations for improvement or take any necessary steps to recommend dismissal or other appropriate action.

**Appeal**

The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures.

The administrator may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.

Informal evaluations or observations may be made whenever appropriate.

Approved: May 24, 2011
Evaluation of Evaluators

Provision shall be made for periodic evaluation of evaluators of professional staff to ensure that the process is being carried out in a fair, professional and credible manner.

All persons who evaluate licensed personnel shall possess a principal or administrator license issued by the Colorado Department of Education. Issuance or renewal of license requires that the applicant has received education and training in evaluation skills approved by the Colorado Department of Education.

A licensed principal or administrator may designate an individual to perform evaluations of licensed personnel, provided such designee shall have received education and training in evaluation skills approved by the Colorado Department of Education.

To ensure that evaluators comply with state law and the district’s evaluation system, evaluation instruments for all licensed personnel evaluators shall include a section dealing with their evaluation skills and responsibilities. The superintendent or other supervisor of the evaluator shall review and sign each evaluation report prepared and when necessary shall discuss procedure and form with the evaluator.

The superintendent’s evaluation skills shall be part of the evaluation by the Board of Education.

As part of its ongoing review, the district personnel performance evaluation council shall seek evidence that evaluators are implementing the process in a fair, professional and credible manner and shall report its findings and recommendations to the Board of Education.

Adopted: May 24, 2011

LEGAL REF.: C. R.S. 22-9-101 et seq. (Licensed Personnel Performance Evaluation Act)
CROSS REF.: BDFA*, District Personnel Performance Evaluation Council
Instructional Staff Reduction in Force

Definitions

1. “Cancellation of employment” means the cessation of employment of a teacher when there is a justifiable reduction in the number of teaching positions in the school district for reasons of fiscal exigency or program change.

2. “Teacher” means any person who is regularly licensed by the teacher certifying authority for the state of Colorado and who is employed full-time to instruct, direct or supervise the instructional program, except those persons holding letters of authorization.

3. “Fiscal exigency” means any significant decline in the Board of Education’s ability to fund the operation of the district.

4. “Program change” means any elimination, curtailment or reorganization of curriculum, program or school operation, or a reorganization of curriculum, program or operation, or a reorganization or consolidation of two or more individual schools. A program change need not be caused by fiscal exigency.

5. “Day” means every day including Saturdays, Sundays and teacher workdays, but it does not include official school holidays such as Thanksgiving and Christmas.

General grounds for cancellation of employment

Cancellation of employment may take place when the Board of Education decides that a fiscal exigency exists or a program change is to be made which requires cancellation of one or more teaching positions. Such a decision may be made and any resulting termination may be effected only in accordance with this policy and the accompanying procedures.

Board of Education’s preliminary determination and statement

If the Board decides that cancellation of employment of one or more teachers may be required, it shall prepare a statement that identifies with reasonable particularity the reasons for the decision. This statement shall be transmitted to the superintendent of schools and school district faculty. After consulting with the superintendent, the Board shall establish the actual number of professional staff to be reduced consistent with the Board’s authority to establish educational programs within the district.
Superintendent’s action

Within 20 days after receiving the statement from the Board, the superintendent shall submit to the Board recommendations for canceling the employment of particular teachers. In making this recommendation, the superintendent shall not be limited to considering only the teachers in the areas or program designated by the Board in its initial statements. The superintendent shall, insofar as possible, meet the reduction in force by normal attrition such as layoffs, retirements, leaves of absence or transfer of assignments.

When cancellation of a teaching position occurs within any particular endorsement area, the contracts of first-year probationary teachers who are occupying such positions shall be canceled first.

If further reductions are necessary, cancellation of contracts of second and third year probationary teachers and non probationary teachers then shall be considered as a group. In accordance with state law, this provision shall not create any express or implied property right or contract right for second- and third-year probationary teachers.

The superintendent may consider the following factors in recommending a teacher for cancellation of employment:

1. The needs of the district
2. Professional experience including experience as an administrator
3. Education
4. Length of service
5. Merit
6. Affirmative action considerations

The superintendent, generally, shall not make recommendations for reductions until consultation has occurred with each principal or supervisor whose school will have a teacher terminated.

Adopted by the Board: January 1983
Revised by the Board: August 1991
Revised by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-60.5-101 et seq. (teacher licensure law)
C.R.S. 22-60.5-403

2 of 3
C.R.S. 22-63-202 (3) (cancellation of employment contracts-reduction in force)

CROSS REF.:

*Board policy:*

EL-12, Staff Treatment
Instructional Staff Reduction in Force

The following procedures will be followed in effecting a reduction in the professional staff work force.

1. Notice to individual teacher

Non-probationary teachers whose contracts are recommended by the superintendent to be canceled will be given notice in writing. The notice will include a statement of the conditions requiring such cancellation, a general description of the procedures followed in making the decision and a copy of the accompanying policy and this regulation. Notice will be served upon the teacher personally or by certified or registered mail. The teacher’s address as it appears on the school district’s record will be deemed to be the correct address. It will be the teacher’s responsibility to see to it that the school has a current address on file.

2. Review of individual cancellations

Within 10 days after receiving a notice of termination, a non-probationary teacher may request a review of the action by the Board of Education. The request must be in writing, addressed to the president of the Board. The request for review must specify the grounds on which the teacher relies and a short statement of facts that the teacher believes support the contention. When appropriate, more than one case may be heard at the same time.

Review may be had solely to determine the following:

a. if there was rational basis to determine that a fiscal exigency or program change was necessary or appropriate

b. if the cancellation procedure was arbitrary or capricious

c. if the decision to cancel the employment of the teacher was arbitrary or capricious

The Board will consider the request and will schedule a hearing to be held within 14 days after the request is received. The teacher will be given at least seven days’ notice of the hearing. The Board of Education may delegate the responsibility for conducting a hearing to an impartial hearing officer selected by the Board.
3. **Conduct of hearing**

The hearing will be conducted informally and, upon request of either party, in private. The teacher may be represented by counsel. The school district will have no obligation to pay for the service of counsel representing the teacher. A recorded transcription of the proceedings will be maintained and copies of the transcript will be made available at the expense of the party who makes the request.

The hearing will begin with the teacher’s presentation, limited to those grounds specified in the request for a hearing and supported by testimonial and documentary evidence. The superintendent or counsel may then present testimonial and documentary proof in rebuttal of the teacher’s contentions or in general support of the decision to cancel. The Board or hearing officer may establish other procedural rules as appropriate.

After the superintendent or counsel completes the presentation, the Board will consider the matter in executive session or, where there is a hearing officer, the hearing officer may take the matter under advisement. Written findings of fact and conclusions as to the issues raised will be forwarded to the teacher and to the president of the Board within 30 days after the close of the hearing.

If the hearing was conducted by a hearing officer, the Board will be bound by the findings of fact of the hearing officer as long as there is support in the record for such findings. However, any conclusions drawn from those findings will not be binding upon the Board.

4. **Procedure after hearing**

The Board will act on the findings and conclusions at its next regular meeting following receipt of the findings and conclusions.

If the Board determines that the teacher’s contention has not been established, it will notify the teacher and the superintendent in writing. Such a determination finally confirms the decision to cancel.

If the Board determines that the teacher’s contention has been established, it shall notify the teacher and the superintendent by written notice that states that corrective action will be taken.
5. **Exclusive procedure**

This procedure is the only procedure that may be used in a reduction in force of teachers. Any existing procedure for reconsidering or examining an employee discharge, non-reappointment or grievance is not available for considering an issue that arises from a reduction in force. Similarly, no other personnel action other than reduction in force may be considered under this procedure.

Approved: January 1983
Revised: August 1991
Revised: March 1995
Revised: December, 2005
**Resignation of Instructional Staff/Administrative Staff**

In accordance with state statutes, a teacher or licensed administrator may cancel a contract prior to the beginning of an academic year by giving written notice no later than 30 days prior to the start of the academic year, during an academic year by giving at least 30 days' written notice, or at any time by mutual agreement with the Board of Education.

Any teacher or licensed administrator who fails to honor a contract, except in accordance with the statutes, shall be held responsible for the ordinary and necessary expenses incurred in securing a replacement, not to exceed $1/12th of his/her annual salary. In addition, the teacher's or administrator's license may be suspended.

A teacher or licensed administrator who resigns during the term of the contract shall be paid the prorated amount of the annual salary for each day the teacher has been on duty.

**Mandatory reporting requirements**

If an employee resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the superintendent shall immediately notify the Colorado Department of Education (CDE) and provide any information requested by the department concerning the circumstances of the resignation. The district also shall notify the employee that information concerning the resignation is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

The superintendent shall notify CDE whenever a licensed employee resigns for any of the following reasons:

1. The employee has been determined by a court to be mentally incompetent.
2. The individual is convicted, pleads *nolo contendere* or receives a deferred sentence for sexual offenses against a child as specifically set forth in the state board rules.
3. The individual pleads guilty or *nolo contendere* or is found guilty of a felony which renders the person unfit to be a licensed professional including but not limited to drug possession, felonies involving the use of firearms or deadly weapons, theft or fraud, child exploitation or pornography.
4. When the county department of social services or the local law enforcement agency reasonably believes that an incident of child abuse or neglect has occurred and the school employee is the suspected perpetrator and was acting in an official capacity as an employee of the district.

5. When the Board reasonably believes that an employee is guilty of unethical behavior or professional incompetence.

Adopted by the Board: August 1991
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 19-3-301 et seq. (Child Protection Act of 1987)
C.R.S. 22-32-109.7
C.R.S. 22-63-202
1 CCR 301-37, Rules 2202-R-15.05
Resignation of Instructional Staff/Administrative Staff

As soon as an employee has made a final decision to terminate employment with the district, the employee should deliver a written letter of resignation to the superintendent. A copy of the letter of resignation should also be mailed or delivered to the employee’s immediate supervisor.

The written letter of resignation should include the requested date of termination, the position from which the person is terminating and should be signed by the employee.

The employee shall schedule and take part in an exit interview with the business office. At the time of the exit interview, the employee will complete the necessary forms to terminate employment with the district.

Employees who resign from or are terminated from the district should immediately contact the payroll office regarding continued health insurance coverage available as a result of federal COBRA laws and regulations.

Approved: March 1995
Revised:  December, 2005
Retirement of Professional Staff

Employment decisions of the district are based on many factors. Therefore, the district has no mandatory retirement age for district employees.

Employees are encouraged to make their own retirement decisions and to give written notice to the superintendent once a retirement date has been established.

Adopted by the Board: December, 2005


CROSS REF.: Administration policy:
GCQF, Discipline, Suspension and Dismissal of Professional Staff
Discipline, Suspension and Dismissal of Professional Staff  
(And Contract Nonrenewal)

The district shall follow procedures established by law for the suspension and dismissal of teachers.

Full-time probationary teachers, currently employed by the Board, shall be re-employed for the succeeding academic year at the appropriate salary unless the Board does not renew the contract of such teacher pursuant to law.

The superintendent shall be authorized for good cause to suspend with pay or place on administrative leave a professional staff member as a disciplinary measure and/or pending an internal investigation when a professional staff member is accused of serious misconduct. The superintendent shall report all such suspensions to the Board at its next meeting and shall make a recommendation if further disciplinary action is warranted.

A teacher shall not be subject to any disciplinary proceeding including dismissal for actions which were in good faith and in compliance with the district’s discipline code, nor shall a contract nonrenewal be based on such lawful actions.

The district shall not obtain consumer credit reports on a current employee unless the district is evaluating the employee for promotion, reassignment or retention. In all cases where credit reports are obtained and/or relied upon for purposes of reassigning, terminating or denying the promotion of an employee, the district shall comply with the Fair Credit Reporting Act.

Mandatory reporting requirements

If an employee is dismissed as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the superintendent is delegated the responsibility for immediately notifying the Colorado Department of Education (CDE) and for providing any information requested by the department concerning the circumstances of the dismissal. The district also shall notify the employee that information concerning the dismissal is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

If the district learns that a current employee has been convicted of, pled nolo contendere to, or received a deferred sentence or deferred prosecution for any felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children, the superintendent shall immediately report this information to CDE.
The superintendent shall notify CDE whenever a licensed employee is dismissed for any of the following reasons:

1. The employee has been determined by a court to be mentally incompetent

2. The individual is convicted, pleads *nolo contendere* or receives a deferred sentence for sexual offenses against a child as specifically set forth in the State Board rules.

3. The individual pleads guilty or *nolo contendere* or is found guilty of a felony which renders the person unfit to be a licensed professional including but not limited to drug possession and sale, the use of firearms or deadly weapons, theft or fraud, child exploitation or pornography, offenses against the person and sexual misconduct.

4. When the county department of social services or the local law enforcement agency reasonably believes that an incident of child abuse or neglect has occurred and the school employee is the suspected perpetrator and was acting in an official capacity as an employee of the district.

5. When the Board reasonably believes that an employee is guilty of unethical behavior or professional incompetence.

Adopted by the Board: July 1999
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 19-3-301 *et seq.* (*Child Protection Act of 1987*)
C.R.S. 22-2-119 (*duty to make inquiries prior to hiring*)
C.R.S. 22-32-109.1 (9) (*immunity provisions in safe schools law*)
C.R.S. 22-32-109.7 (*specific duties regarding hiring inquiries and reporting*)
C.R.S. 22-63-202 (3) (*temporary suspension during contract period*)
C.R.S. 22-63-202 (4) (*disclosure of reasons why left employment*)
C.R.S. 22-63-203 (*renewal and non-renewal of probationary teacher contracts*)
C.R.S. 22-63-301 *et seq.* (*dismissal of licensed staff*)
1 CCR 301-1, Rules 2202-R-15.05 (*mandatory reporting of unlawful behavior*)
15 U.S.C. 1681 *et seq.* (*Fair Credit Reporting Act*)
Support/Classified Staff

[Note: Policies and regulations in this GD section (Support Staff) pertain to classified and non-licensed staff and cover all categories of clerical personnel, food services personnel, maintenance and custodial personnel, bus drivers, etc.]

Employees of the district who are not required to hold a valid teaching or administrative license by virtue of the position to which they are assigned shall be considered classified employees unless otherwise designated by a contract.

Classified employees shall be categorized as follows in accordance with hours worked per day and their work year for fringe benefit purposes.

1. Full-time classified employee: An employee who works a minimum of six hours per day, 175 days per year.

2. Part-time employee: An employee who works less than 30 hours per week and is not a substitute.

All full-time classified employees shall be eligible to receive district fringe benefits in accordance with the district-approved benefits program in proportion to their full-time and/or half-time employment status. Regular route bus drivers are eligible to receive full health benefits.

Adopted by the Board: March 1995
Revised by the Board: December, 2005
Support Staff Positions

All support staff positions in the school system shall be established and, when appropriate, abolished by the superintendent.

All paraprofessionals who provide instructional support for students in Title 1 Schoolwide Programs and Targeted Assistance Programs shall meet the qualifications set forth in federal law and regulations.

Support staff employees, unless otherwise designated by contract, shall be considered “at will” employees who serve at the pleasure of the superintendent and shall have only those employment rights expressly established by district policy. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees.

In each case, the superintendent shall approve a statement of job requirements in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-32-109 (1)(f)
    C.R.S. 22-32-110 (1)(h), (ee)
    20 U.S.C. 1119(c) (No Child Left Behind Act of 2001)
    34 C.F.R. 200.58, 200.59 (federal regulations regarding paraprofessional qualifications)

CROSS REFS.:
    Administrative policy:
        GDQD, Discipline, Suspension and Dismissal of Support Staff

    Board policy:
        EL-12, Staff Treatment

NOTE: Job descriptions for support staff positions are filed in a job description manual available in the personnel office.
SUPPORT STAFF VACATIONS AND HOLIDAYS

THE DISTRICT HAS SEVERAL TYPES OF CLASSIFIED EMPLOYEES. PLEASE BE AWARE OF THE DIFFERENCE AS YOU READ THIS VACATION AND HOLIDAY PACKAGE.

Vacation

Generally, vacations will be scheduled and taken during the time school is not in session and must be approved by the employee’s immediate supervisor. Exceptions to this must be approved by the employee’s supervisor. The continuous operation of the work schedule will be of utmost consideration.

A request for vacation days to be used during the summer must be submitted to the employee’s supervisor by June 1 of each year. Modifications to these requests are at the discretion of the immediate supervisor.

Vacation days immediately before and after holidays during the school year will normally be disapproved unless approved by the immediate supervisor.

Employees will be allowed to accumulate forty (40) days of vacation to carry forward. Therefore, employees accumulating over forty (40) days vacation will be paid at a rate of 50% of daily rate for regular classified employees and 50% of daily rate for classified directors at year end and the carry forward will be reduced to forty (40) days.

All full-time, 12-month classified employees shall earn vacation time in accordance with the following:

1. 1st—6th year employees shall earn 12 days vacation per calendar year. After six months of employment, new employees will be entitled to one week of vacation.
2. Employees with seven – fourteen years of service shall earn 18 days of vacation per calendar year.
3. Employees with 15 or more years shall earn 24 days of vacation per calendar year.
### Holidays

The following paid holiday schedule shall apply to all 12-month, full-time classified employees.

<table>
<thead>
<tr>
<th>Number of Days</th>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Independence Day</td>
<td>July 4*</td>
</tr>
<tr>
<td>1</td>
<td>Labor Day</td>
<td>First Monday in September</td>
</tr>
<tr>
<td>3</td>
<td>Thanksgiving Day</td>
<td>Wednesday-Thursday-Friday</td>
</tr>
<tr>
<td>1</td>
<td>Good Friday</td>
<td>Friday before Easter</td>
</tr>
<tr>
<td>1</td>
<td>Memorial Day</td>
<td>Last Monday in May</td>
</tr>
<tr>
<td>8</td>
<td>Winter Break</td>
<td>(Colorado Day, Columbus Day, Christmas Day (2); New Year’s Day, Martin Luther King Day, President’s Day, Easter Monday), giving 12-month classified staff a total of 8 days off.</td>
</tr>
</tbody>
</table>

* If the holiday falls on Saturday, the previous Friday will be the paid holiday. If the holiday falls on Sunday, the following Monday will be the paid holiday.

Adopted: October 1976  
Revised: March 1995  
Revised: November, 2006  
Revised: June, 2010  
Revised:

LEGAL REF: C.R.S. 22-1-112
Support Staff Recruiting/Hiring

The superintendent shall establish and budget for classified positions in the school district on the basis of need and the financial resources of the district.

The recruitment and selection of candidates for these positions shall be the responsibility of the superintendent or designee who shall confer with principals and other supervisory personnel in making a selection. Only qualified paraprofessionals, as defined by the No Child Left Behind Act of 2001, shall be hired to provide instructional support for students in Title I School wide and Targeted Assistance Programs.

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

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

Following the completion of the application process, if an employee is hired by the district, the employee shall receive a “Notice of Employment Letter” from the superintendent noting details of the position which the employee will assume. These details will include wages, hours to work each day and other job-related details. If the information is correct, the employee shall sign the letter and return a copy to the superintendent.

All applicants recommended for a position in the district shall submit a set of fingerprints and a notarized form with information about felony or misdemeanor convictions as required by law. (This requirement shall 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.

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. If an employee is to be retained for the next fiscal and/or school year, he or she will normally receive a “Notice of Employment” letter prior to July 1 of the new fiscal or school year.

Adopted by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REFS.: 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. 22-32-109 (1)(f) *(Board duty to employ personnel)*
C.R.S. 22-32-109.7 *(duty to make inquiries prior to hiring)*
C.R.S. 22-32-109.8 *(fingerprinting requirements for non-licensed positions)*

C.R.S. 24-34-402 (1) *(discriminatory and unfair employment practices)* 42 U.S.C. 653 (a) *(Personal Responsibility and Work Opportunity Reconciliation Act)*
15 U.S.C. 1681 et seq. *(Fair Credit Reporting Act)* 20
U.S.C. 1119(c) *(No Child Left Behind Act of 2001)*
34 C.F.R. 200.58, 200.59 *(federal regulations regarding paraprofessional qualifications)*

**CROSS REFS.:**

**Administration policies:**
GBA, Open Hiring/Equal Employment Opportunity
GDA, Support Staff Positions

**Board policies:**
EL-4, Communication and Counsel to the Board
EL-12, Staff Treatment
Support Staff Recruiting/Hiring

**Background checks**

Prior to hiring, the personnel office will:

1. Check with the Colorado Department of Education to determine if there is any information on record indicating the applicant has been convicted of a felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children or a misdemeanor crime that involves domestic violence.

   The department’s records will indicate if the applicant has been convicted of, pled *nolo contendere* to or received a deferred sentence for such crimes. The department also will provide any available information to indicate whether the applicant has been dismissed by or resigned from a school district as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior which was supported by a preponderance of evidence according to information provided to the department by a school district and confirmed by the department in accordance with state law.

   Information of this type that is learned from a different source shall be reported by the district to the department.

   The department will not disclose any information reported by a school district unless and until the department confirms that the allegation resulted in the person’s name being placed on the state central registry of child protection.

2. Contact previous employers of the applicant to obtain information or recommendations relevant to the applicant’s fitness for employment.

**Credit reports**

The personnel office will not obtain a credit report on an applicant unless the office has first notified the individual in writing, in a document consisting solely of the notice, that the district would like to obtain a credit report and requesting the individual’s written authorization to obtain the report. A credit report will only be requested when the applicant submits a written authorization.

The personnel office will not rely on a credit report in denying an application unless the office has first supplied the applicant with a disclosure that includes a copy of the credit report and a summary of the applicant’s rights. If an application for employment is denied because of the credit report, the personnel office will give the applicant notice that the action has been taken, as well as:
1. the name, address and phone number of the credit bureau supplying the report;

2. a statement that the credit bureau was not involved in the decision to deny the application; and

3. a notice of the applicant’s right to dispute the information in the report.

**Fingerprinting**

1. All applicants selected for employment in a support staff position must submit a complete set of fingerprints taken by a qualified law enforcement agency or an authorized district employee and a notarized, completed form (described in 2 below) as required by state law.

2. On the form the applicant must certify either that he or she has never been convicted of a felony or misdemeanor charge, not including any misdemeanor traffic offense, or that he or she has been convicted of a felony or misdemeanor charge (not including any misdemeanor traffic offense). The form must specify the felony or misdemeanor, the date of conviction and the court entering judgment.

3. The school district will release the fingerprints to the Colorado Bureau of Investigation for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation.

4. Although an applicant may be conditionally employed prior to receiving the results, he or she may be terminated if the results are inconsistent with the information provided on the form. The district will notify the district attorney of such inconsistent results for action or possible prosecution.

5. The school district will charge the applicant a nonrefundable fee to be determined by the Board to cover the direct and indirect costs of fingerprint processing. [NOTE: This fee shall be an amount equal to the direct and indirect costs of the district of fingerprint processing.]

   The applicant may pay the fee over a period of 60 days after employment. The fee will be credited to the fingerprint processing account.

**Information report to state**

1. In accordance with federal and state law, the personnel office will report the name, address and social security number of every new employee to Child Support Enforcement, 1375 Sherman Street, Denver, Colorado 80203.
2. This report, due within 20 days of the date of the hire or on the first payroll after the 20 days have expired, shall be submitted even if the employee quits or is terminated before the report is due. Upon termination, the employee’s last known address and the fact of the termination shall be reported to the applicable court or agency.

3. Upon receiving a Notice of Wage assignment, the district shall remit the designated payment within 7 days of withholding the income according to instructions contained in the Notice. Child support withholding takes priority over other legal actions against the same wages.

Title I paraprofessionals

Prior to hiring paraprofessionals to work in Title I School wide or Targeted Assistance Programs, the personnel office shall determine whether the applicant meets the qualifications required under federal law and regulations.

Approved: September 2003
Revised: December, 2005
Part-Time and Substitute Support Staff Employment

The district shall maintain an authorized list of personnel to be used for substitute or part-time employment. The superintendent shall notify and direct persons on the list to perform such service for the district as may be required on a temporary basis. Principals shall notify and direct persons on the list to perform as substitutes on a temporary basis as needed.

Authorization by the Board of Education to pay personnel performing services on a temporary basis shall constitute employment by the district for services provided during the period of time covered by such payment. Such payment shall not constitute any assurance or offer of continuing employment.

Prior to adding a person's name to the list, a background check shall be carried out in accordance with state law. Part-time and substitute personnel also shall submit a set of fingerprints and a notarized form with information about felony or misdemeanor convictions. Persons failing to provide this information shall not be added to the authorized list.

Every person placed on the authorized list shall be given a copy of this policy prior to performing services pursuant to this policy.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-32-109.7
C.R.S. 22-32-109.8

CROSS REFS.: Administration policy:
GDE/GDF, Support Staff Recruiting/Hiring
Support Staff Assignments and Transfers

In accordance with district policy, a classified employee may request a transfer to a vacant position for which he or she is qualified in accordance with the following provisions:

1. The employee must submit a request in writing for each position for which he or she wishes to apply. The request must then be submitted to the appropriate supervisor. The supervisor may comment on the request and forward it to other appropriate supervisors for additional comments. The request will then be forwarded to the superintendent for action.

2. The superintendent shall review all transfer requests with the appropriate supervisor related to a specific vacant position.

3. All requests for transfers will be considered. However, submission of a request does not guarantee an interview or approval of the request.

4. The superintendent shall act on all transfer requests.

5. Employees requesting transfers may withdraw their requests at any time.

6. Classified employees may not initiate requests for transfer before completing their first six months of employment.

Approved: March 1995
Revised by the Board: December, 2005
Support Staff Schedules and Calendars

Workday

The workday for full-time classified employees shall be eight hours, except as stipulated in the "Memorandum of Understanding."

The workday of each employee may vary from time to time, depending upon the needs of the district.

Classified employees shall receive a “Memorandum of Understanding” annually, indicating their workday.

The time for beginning and ending each workday shall be determined by the classified employee’s immediate supervisor.

Work week

The work week for full-time classified employees shall normally be 40 hours, except as stipulated on the employee’s “Memorandum of Understanding.”

Weekly work hours may be adjusted by the superintendent to meet reasonable time demands during the school term, on holidays and during summer months.

The work week is considered to be a seven-day period, commencing on Sunday at 12:00 a.m. and ending the following Saturday at midnight.

Lunch break

Any employee working more than 5 1/2 hours per day must be granted and must take a 30-minute designated lunch break. The time designated as the lunch break shall be considered as part of the employee’s workday.

Rest breaks

Rest breaks for classified employees shall be determined by the length of the workday and assigned reporting time. Rest breaks shall not exceed 15 minutes in duration.

1. An employee working an eight-hour day shall be entitled to two rest breaks; one during the first half and the second during the remainder of the shift.

2. An employee working less than an eight-hour day but at least four hours shall be entitled to one rest break.

3. An employee working less than a four-hour day shall not be entitled to a rest break.

4. Rest breaks are not to be taken at the beginning or end of a shift.
Employees shall schedule all rest breaks subject to the approval of their appropriate supervisors.

Adopted by the Board: March 1995
Revised by the Board: December, 2005
THE DISTRICT HAS SEVERAL TYPES OF CLASSIFIED EMPLOYEES. PLEASE BE AWARE OF THE DIFFERENCE AS YOU READ THIS BENEFIT PACKAGE.

HEALTH BENEFITS: The District pays $442.92 toward the employee’s health insurance, which includes Medical, Dental, Vision and Life Insurance coverage. Family coverage is available with the employee paying the cost. Health insurance coverage begins the first of the month following thirty days of employment.

SICK LEAVE: Classified employees shall be granted one day of sick leave for each month worked, such sick leave shall be consistent with the length of their duty day/year and accrued accordingly. All sick leave shall be calculated in one-half or full day units. No classified employee shall accumulate more than ninety (90) sick leave days at year end. Temporary, part-time and substitute employees are not eligible for sick leave.

The employee’s immediate supervisor may ask for a doctor’s verification of illness when more than two sick days per occurrence have been used.

Classified employees will be allowed to accumulate ninety (90) days of sick leave to carry forward. Therefore, classified employees accumulating over ninety (90) days will receive additional personal leave or vacation leave, whichever is applicable at a rate of one personal or vacation day to every four (4) days of accumulated sick leave days over ninety (90) and the carry forward will be reduced to ninety (90) useable sick leave days.

FAMILY LEAVE: Paid sick leave and days provided by the Sick Leave Bank must be utilized prior to unpaid Federally-mandated Family Leave and count toward the twelve-week entitlement required to be provided by Federal law.

PERSONAL LEAVE: Nine and Ten-Month employees are entitled to two (2) personal leave days per year, effective July 1 of each year. Twelve-month classified employees do not receive personal leave. Leave days are included in their vacation. Personal leave must be requested at least 48 hours in advance and is subject to the approval of the employee’s immediate supervisor.

Nine and ten-month classified employees may accumulate additional personal time. Classified employees may accumulate up to five (5) days of personal leave; however, any amount over five (5) days will be forfeited at year end.

Classified employees will be paid for unused personal leave when no longer employed by the district. The district suggests using these days before resignation, retirement or termination.
VACATION LEAVE: For clarification—This policy is duplicated in #GDD. Because of coverage requirements, vacation time must be a reasonable request and be pre-approved by the classified employee’s supervisor.

All full time twelve month classified employees shall earn vacation time in accordance with the following:

a. 1st – 6th year employees shall earn twelve (12) vacation days per calendar year. Vacation leave will accrue at one (1) day per month.

b. Employees with seven (7) or more years of service shall earn eighteen (18) days vacation per calendar year. Vacation leave will accrue at 1.5 days per month.

c. Employees may accrue up to a maximum of 40 paid vacation days. Employees accumulating over forty (40) days vacation will be paid at the rate of 50% a day for anything over 40 at year end (June 30.) The carry forward will be reduced back to forty (40).

Any employee with ten (10) years of consecutive service to the district, who retires, resigns in good standing or dies prior to taking accrued vacation days will be paid, at the rate of 75% of their most recent hourly wage, for the unused vacation days accumulated at the time of separation, not to exceed forty (40) days.

BEREAVEMENT LEAVE: Bereavement leave is part of the sick leave package for classified employees. All classified employees shall be entitled up to a maximum of three (3) days bereavement leave in the event of death in the event of death of the employee’s spouse, son, daughter, father, mother, brother, sister, grandmother or grandfather, mother-in-law, father-in-law, brother-in-law, step-parent, step-brother, step-sister and other close relatives as approved by special request by the immediate supervisor. An additional two (2) days bereavement leave may be requested from the Superintendent and if granted, such days will be deducted from the employee’s accumulated sick leave. Bereavement leave may not be requested beyond a fourteen (14) day period of time of the death of family member. With approval of the immediate supervisor, vacation leave may be used to supplement bereavement leave if the employee has used up all sick leave. If any employee experiences the death of a person not covered by the above description, but that involves special or extenuating circumstances, the employee may request accommodation.

HOLIDAYS: Please see separate attached holiday schedule—Policy GDD

“Snow Days”: On days when school is cancelled because of snow or other weather conditions, employees will be paid for their regular hours if the day is not to be made up. This means that the employee will not lose wages because of the closure. If the day is to be made up, the employee will not be paid for the closure day, but will be paid for working the “make-up” day instead. Either way, no wages will be lost.

Summer Hours: Summer hours are generally not applicable to nine-month employees, except where special needs arise. Classified staff working more than nine months will work summer hours based on a determination of need by their immediate supervisor.

LONG-TERM DISABILITY ON ALL FULL-TIME EMPLOYEES. The District provides classified employees with long-term disability insurance coverage after the initial 90 days of employment.
**LIFE INSURANCE**: $25,000 term life on all full-time employees.

**TWENTY-YEAR SEPARATION BENEFIT**: Classified employees meeting the following criteria qualified for separation benefits at retirement:

1. Twenty (20) years of continuous service with the district.
2. A notification of the intent to retire must be filed with the Office of the Superintendent no later than March 1st of year in which the separation will occur.
3. School Board approval of the Retirement.

**THE SEPARATION BENEFIT:**

Payment for any unused sick leave days per the classified sick leave policy at:

a. $40 per day for regular classified employees
b. $50 per day for classified directors
c. Up to a maximum of 102 days

Approved by the Board: November, 2006
Evaluation of Support Staff

The superintendent and other administrative staff shall be responsible for developing and implementing a program for the performance evaluation of all classified employees, provided:

1. The primary purpose of such an evaluation shall be to improve the job performance of each individual.

2. All evaluations shall be written and should be maintained in the employee’s permanent file.

3. All evaluations are conducted by the employee’s immediate supervisor as designated by the superintendent.

4. Each evaluated employee has an opportunity to review each written evaluation and to respond to it in writing prior to being placed in the employee’s permanent file.

Each administrator is responsible for evaluating on an annual basis, all classified employees assigned to their buildings. The aim of the evaluation process is to identify the performance level of each employee and thus provide a basis to determine salary advancement, employment continuation and to assist the employee to develop a performance improvement plan if such is warranted.

All classified employees shall be evaluated annually or more often prior to April 1 of each year. The results will be recorded on the form entitled “Summary Performance Appraisal Form-Classified Employees.” A copy of this completed form shall be provided to the employee with a second copy placed in the employee’s permanent folder.

Support staff employees, unless otherwise designated by contract, shall be considered “at will” employees who serve at the pleasure of the superintendent and shall have only those employment rights expressly established by district policy. Nothing in this policy shall diminish the district’s ability to employ support staff members only for such time as the district is in need of or desirous of the services of such employees. The district reserves the right to discipline or terminate the employment of a support staff employee without regard to the outcome of any past or pending evaluation or whether evaluations have been conducted.

Adopted by the Board: March 1993
Revised by the Board: December, 2005
CROSS REFS.:  

*Board policies:*  
EL-12, Staff Treatment  
EL-13, Staff Compensation  
EL-14, Staff Evaluation
Resignation of Support Staff

Support staff employees are encouraged to give two weeks written notice to the district prior to resigning employment.

If an employee resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the superintendent is delegated the responsibility for immediately notifying the Colorado Department of Education (CDE) and for providing any information requested by the department concerning the circumstances of the resignation. The district also shall notify the employee that information concerning the resignation is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 19-3-301 et seq. (Child Protection Act of 1987)
C.R.S. 22-32-109.7
Discipline, Suspension and Dismissal of Support Staff

Support staff employees, unless otherwise designated by contract, shall be considered “at will” employees who serve at the pleasure of the superintendent and shall have only those employment rights expressly established by district policy. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees.

The superintendent has the authority to dismiss classified personnel. The superintendent may delegate this authority to other appropriate personnel such as the director of personnel. All dismissals of classified employees shall be reported to the Board at its next regular meeting.

The superintendent also may suspend employees from their assignments as a disciplinary measure.

If an employee is dismissed as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the superintendent is delegated the responsibility for immediately notifying the Colorado Department of Education (CDE) and for providing any information requested by the department concerning the circumstances of the dismissal. The district also shall notify the employee that information concerning the dismissal is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

If the district learns that a current employee has been convicted of, pled nolo contendere to, or received a deferred sentence or deferred prosecution for any felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children, the superintendent shall immediately report this information to CDE.

The district shall not obtain consumer credit reports on a current employee unless the district is evaluating the employee for promotion, reassignment or retention. In all cases where credit reports are obtained and/or relied upon for purposes of reassigning, terminating or denying the promotion of an employee, the district shall comply with the Fair Credit Reporting Act.

Adopted by the Board: July 1999
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 19-3-301 et seq. (Child Protection Act of 1987)
C.R.S. 22-2-119 (duty to make inquiries prior to hiring)
C.R.S. 22-32-109.7 (specific duties regarding hiring inquiries and reporting)
C.R.S. 22-32-110 (1)(h) (power to discharge/terminate
C.R.S. 22-32-126 (3) (principals recommend employment actions)
15 U.S.C. 1681 et seq. (Fair Credit Reporting Act)

CROSS REFS.:
Administration policy:
GD, Support/Classified Staff

Board policy:
EL-12, Staff Treatment
Negotiations

Please refer to the document NEGOTIATED POLICIES OF THE TRINIDAD BOARD OF EDUCATION AND TRINIDAD FEDERATION OF TEACHERS, on file in the superintendent's office.

LEGAL REF.: C.R.S. 22-32-109.4(3)
Instructional Goals and Learning Objectives

The district has adopted a standards-based system of education with content standards for specific courses of study. Content standards are a compilation of specific statements of what a student should know or be able to do relative to a particular academic area.

The superintendent has responsibility for implementing content standards into the educational programs of all district schools. Instruction shall be conducted in order to achieve the relevant content standards and shall be designed so that student attitudes support personal achievement of relevant content standards. Learning methods used by teachers shall logically connect with the relevant content standards and appropriate assessments.

Implementation of standards-based education shall involve a continuous process of:

1. Revising curriculum and programs of instruction to align them with the district’s adopted content standards to provide students with the educational experiences needed to achieve the district’s standards.

2. Developing assessments which will adequately measure each student’s progress toward achievement of the content standards.

3. Addressing the different learning styles and needs of students of various backgrounds and abilities and eliminating barriers to equity.

Adopted by the Board: May 1989
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-7-407
              C.R.S. 22-32-109 (1)(t)

CROSS REFS.: Administration policy:
               AEA, Standards Based Education

Board policies:
               E-1, District Mission
               EL-6, Educational Program
School Year/School Calendar/Instruction time

In accordance with Colorado law, teacher pupil instruction/contact time is defined as time when pupils are actively engaged in the educational process and by law includes parent-teacher conferences, staff in-service programs and closings necessary for student health, safety or welfare.

The district defines "actively engaged in the educational process" as time when students are working toward achieving educational objectives under the supervision of a licensed teacher, including:

- classroom instruction time
- individual student work time while at school, including study hall and library research
- school-related field trips
- independent study insofar as such study is allowed under district policy assemblies

"Actively engaged in the educational process" shall not include:

- lunch
- time students spend before school waiting for classes to begin and time after the last class of the day, including waiting for the bus
- recess time
- teacher preparation time passing
- periods between classes

Supervision by a licensed teacher shall not require that the teacher be in the student’s physical presence at all times, but that the teacher is exercising direction and control over the nature of the student’s activities.

The school calendar for the ensuing school year shall be prepared by the superintendent (or designee) who, in accordance with Board policy, shall be advised by the calendar committee. The calendar shall be presented for Board approval in a timely manner each year. The number of days of planned teacher-student instruction, of teacher-student contact and the starting and ending times of each school shall meet or exceed the requirements of state law and Board policy, shall be consistent with the district’s definition of "actively engaged in the educational process," and shall include a sufficient number of days to allow the superintendent flexibility in preparing a calendar that supports the district’s educational objectives, including how best to address the needs of all students to enable them to meet or exceed state and district content standards.
The administration in each school building may issue a school calendar based on the district calendar and in accordance with this policy. Administrators are encouraged to examine instruction time and calendar issues in the context of supporting the district’s educational objectives.

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

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

**Holidays/non-school days**

The following holidays are observed as non-school days:

1. Labor Day
2. Columbus Day
3. Thanksgiving Day and the day after
4. Christmas Day
5. New Year’s Day
6. Martin Luther King Jr. Day
7. Presidents’ Day
8. Good Friday
9. Memorial Day

Adopted by the Board: November 1976
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-1-112 *(school year and national holidays)*
C.R.S. 22-32-109 (1)(n) *(duty to determine school year and instruction hours)*
C.R.S. 22-33-102 (1) *(definition of academic year)*
C.R.S. 22-33-104 (1) *(compulsory attendance law)*
C.R.S. 22-44-115.5 *(fiscal emergency)*
1 CCR 301-39, Rules 2254-R-2.06 *(school year and instruction hours; definition of contact/instruction time)*

CROSS REFS.:  
*Administration policy:* EBCE, School Closings and Cancellations
Board policy:
EL-8, School Year Calendar
Curriculum Development

Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools.

To be successful, curriculum development must be a cooperative enterprise involving all appropriate staff members, carried out under the competent leadership of the superintendent, and using all available resources. Carefully conducted and supervised experimentation for curriculum development also is desirable.

The curriculum shall provide a program of instruction based on and designed to enable students to meet or exceed the district’s adopted standards for student performance and shall include all legally required courses and programs. In order to meet the needs of all students, a variety of educational programs and instructional strategies should be offered.

The district expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.

All teachers have professional obligations to the school program beyond regular classroom duties, and these duties shall include work on curriculum committees. It is expected that all teachers will make a contribution to this work. The Board will hear regular reports on district programs as well as on the ongoing work of the curriculum committees.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-7-407
  1 CCR 301-1, Rules 2202-R-2.07 (2)

CROSS REFS.:
  Administration policies:
  AEA, Standards Based Education
  IA, Instructional Goals and Learning Objectives

  Board policy:
  EL-6, Educational Program
Curriculum Review

The curriculum shall be reviewed at regular intervals to ensure that the established curriculum and educational programs in the district are effective and reflect relevant content standards and district educational objectives as adopted by the Board. The review committees shall include administrators, teachers, parents, accountability committee members and others deemed appropriate by the superintendent.

Regulations shall be developed that outline the courses to be reviewed, the sequence of course review, the specific activities involved in curriculum review and the areas to be included in the review.

The review shall include consideration of achievement results for all student populations, educational equity, curriculum breadth and depth, and congruence of instructional strategies and assessments with district content standards.

Adopted by the Board: December, 2005

LEGAL REFS.: Colo. Const. Art. IX, Sect. 15 (Board has control of instruction within the district)
C.R.S. 22-1-104 (2) (history, culture and contributions of minorities must be taught)
C.R.S. 22-20-101 et seq. (education of exceptional children)
C.R.S. 22-26-101 et seq. (gifted and talented students)
C.R.S. 22-32-109 (1)(t) (Board duty to determine educational program and prescribe textbooks)
C.R.S. 22-32-110 (1)(r) (exclude immoral or pernicious materials and books)

CROSS REFS.: Administration policies:
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IL, Evaluation of Instructional Programs, and subcodes KB, Parent Involvement in Education

Board policy:
EL-6, Educational Program
NOTE: Boards are required by law to adopt a policy that requires notification to the parents of eighth grade students of the district’s available courses that satisfy the higher education admission guidelines of the Colorado Commission on Higher Education and a policy regarding individual career and academic plans. This policy reflects these legal requirements. This sample policy is also intended to provide the Board with a starting place for discussion related to the instructional program. The instructional program is established at the discretion of each local Board.

Basic Instructional Program

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

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

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

Elementary program

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

Middle school program

At the middle level, schools will continue to provide instruction and assessment in content standards. This instruction shall include a minimum of three years of language arts, three years of mathematics, three years of science, and three years of social studies. Students will also have the opportunity to expand their talents and interests through an exploratory/electives program that provides instruction in content standards. As determined by each middle school, this exploratory/electives program may include any combination of the following courses: visual arts, music, technical education, world languages, physical education, health, consumer and family studies, computer/keyboarding/business, and other appropriate middle level course offerings. Schools will provide interventions to prepare students for high
school. In addition, the middle schools will instruct students about, and expect students to adhere to, the student code of conduct.

**Senior high school program**

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

High school will provide students with the academic skills to pursue further education and to be a competent member of the workforce. In addition, students will be instructed about, and be expected to be, participating citizens. Students will adhere to the student code of conduct up to and including the day of graduation. Graduation shall be the culminating event for students after they have met the requirements for a high school diploma.

**Preparation for postsecondary opportunities**

Students are encouraged to plan for postsecondary opportunities so they will be adequately prepared upon graduation from high school. Each student who enrolls in the sixth grade, on the day of enrollment, will be provided an account name and password, as well as information encouraging him or her to begin exploring the state-provided, free online college planning and preparation resource, commonly referred to as 'College in Colorado.'

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

Beginning in sixth grade, district personnel shall assist students to develop and maintain individual career and academic plans. [*NOTE: State law requires the district to assist students with the development of individual career and academic plans beginning in ninth grade. The district may choose, however, to require development of ICAPs in any grade prior to ninth grade. C.R.S. 22-32-109(1)(nn).*] The student’s career and academic plan will be designed to assist the student and the student’s parent/guardian in exploring the postsecondary career and educational opportunities available to the student, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid and ultimately entering the workforce.
Adopted: September, 2010

LEGAL REFS.: C.R.S. 22-1-104 (teaching of history, culture and civil government)
C.R.S. 22-1-108 through 22-1-110 (instruction on the federal constitution and the effect of use of alcohol and controlled substances)
C.R.S. 22-25-101 et seq. (Colorado Comprehensive Health Education Act) C.R.S. 22-32-109 (1)(ff) (notice of courses that satisfy higher education admission guidelines)
C.R.S. 22-32-109 (1)(nn) (career and academic planning for students beginning in ninth grade)
C.R.S. 22-35-101 et seq. (Concurrent Enrollment Programs Act)

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

CROSS REFS.: IKF, Graduation Requirements
JIC, Student Conduct, and Sub codes
NOTE: Colorado school districts are required by law to adopt a regulation 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.

Basic Instructional Program
(Implementation Plan for Student Individual Career and Academic Plans)

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

[Note: The Rules require the district’s ICAP implementation plan to be “based on recommendations from school counselors, school administrators, school personnel and/or approved postsecondary service providers” (e.g. Trio, Gear Up, Denver Scholarship Foundation, admission counselors).]

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

1. How the district will ensure that all students, beginning in the 6th grade, have access to and assistance in the development of an ICAP.

   [Note: Insert the grade level at which the district will provide access to ICAPs, in accordance with this regulation’s accompanying policy. The Rules require school counselors, school administrators, school personnel and/or approved postsecondary service providers at the middle and high school levels to ensure students and parents/guardians receive information and advising regarding the relationship between the ICAP and postsecondary goals and expectations.]

2. The roles and responsibilities of the student, parents and district staff in creating and updating an ICAP for the student.

   [Note: Best practices indicate a partnership involving the student, parents and school staff, with the student “driving” the ICAP process, creates a relevant and personalized ICAP for the student.]

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

   [Note: State law requires ICAPs to address specific elements. See, C.R.S. 22-2-136(1); 1 CCR 301-81, Rule 2.01(1). However, these elements may be addressed differently at each grade level. For example, career planning in eighth grade may look different than career planning in eleventh grade. The
Rules require review of a student’s ICAP on an annual basis. Such review shall indicate any differences from the previous year’s ICAP, including but not limited to goal revision, new postsecondary career and educational plans, financial aid opportunities and changes in academic courses.]

4. How students’ ICAPs will be stored.

[Note: The Rules require ICAP and ICAP related data to be available upon request to the student, parent/guardian, educators and/or approved postsecondary service providers in both electronic and printable form. The Rules also require the district’s ICAP plan to include a means to insert ICAP related data into an electronic database for an individual student, and that such electronic updating will be done in an automated fashion “to the extent practicable.”]

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

[Note: The Rules require the district’s ICAP plan to demonstrate that professional development regarding ICAP implementation is in place for school counselors, school administrators and school personnel “where possible.” Staff training opportunities about ICAP development and implementation are provided at no cost to school districts by organizations such as College in Colorado, Colorado Department of Education and the Community College System’s Career and Technical Education Office. ]

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

[Note: One option is to base the district’s evaluation method on the American School Counselor Association’s National Model Standards.]

Adopted: September, 2010
History and Civil Government Education

The district recognizes the importance of teaching history and civil government in a framework of standards based education. The district also acknowledges that a vital part of educating students is the creation of a climate within the schools which enhances the dignity and importance of each individual through examination of the contributions of all peoples to history and civil government.

In order to achieve a greater level of awareness, understanding and knowledge, of the contributions of all peoples, and pursuant to state law, the instruction program of the district shall include the teaching of:

1. the history and civil government of the State of Colorado.

2. the history and civil government of the United States.

The teaching of the history and civil government of the United States shall include the history, culture and contributions of minorities, including but not limited to, American Indians, Hispanic Americans and African Americans.

Beginning with students entering their first year of high school in the 2003-2004 school year, students must satisfactorily complete a course on the civil government of the State of Colorado and the United States in order to graduate.

In an effort to increase civic participation among young people, the superintendent shall convene a community forum on a periodic basis, but not less than every ten years, for all interested persons to discuss adopted content standards in civics, including the history, culture and contributions of minorities. This forum will also consider curriculum, programs of instruction, district assessments, addressing different learning styles and needs of students of various backgrounds and eliminating barriers to equity, and professional development.

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 22-1-104 (teaching history, cultural and civil government)

CROSS REF.:
Board policy:
EL-6, Educational Program
Law-Related Education

The district recognizes the importance of a law-related education program to enhance student awareness about the law, the legal system and the fundamental principles and values upon which our constitutional democracy is based. Other goals of the program shall be to promote responsible citizenship and encourage students to resist anti-social gang behavior and substance abuse.

The program shall include relevant curriculum materials, interactive teaching strategies and extensive use of community resource persons and expertise. The program shall include instruction on the United States Constitution and the Declaration of Independence and may include instruction in:

1. Rights and responsibility of citizenship
2. Foundations and principles of American constitutional democracy
3. Role of law in American society
4. Organization and purpose of legal and political systems
5. Disposition to abide by law
6. Opportunities for responsible participation
7. Alternative dispute resolution including mediation and conflict resolution

District personnel may prepare an annual report concerning the progress of the district in implementing law-related education. The report, if prepared, shall include an analysis of the effect of the law-related education program on the incidence of gang involvement and substance abuse by the students in the district.

The district shall provide opportunities for training instructors and administrators in gang awareness and substance abuse education in order to provide effective instruction to students concerning the dangers of gang involvement and substance abuse by the students in the district.

 Adopted by the Board: December, 2005

LEGAL REF.:   C.R.S. 22-25-104.5

CROSS REF.: 
Board policy:  
EL-6, Educational Program
Physical Education

The district, recognizing the importance of physical education for all students, is committed to providing adequate funds for facilities, equipment, personnel and supplies within the district's financial ability. The district also recognizes the need to balance available funds among all areas of the curriculum.

The superintendent has developed a coordinated physical education program for district students that is aligned with state physical education standards.

Daily physical education and/or physical fitness activities shall be provided for all students, including those with special medical or physical needs.

 Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 22-25-101 through 22-25-110

CROSS REFS.:

Administration policies:
- IMBB, Exemptions from Required Instruction
- JLCA, Physical Examinations of Students

Board policy:
- EL-6, Educational Program
Trinidad School District #1

File: IHAE
Vocational Education Programs

A series of programs in addition to the regular academic programs shall be developed and made available to secondary students which would enable them to obtain entry level work skills in particular trades and/or be eligible for enrollment for post-secondary educational opportunities. These programs shall be termed “vocational educational programs” and shall be structured and augmented in such a way that the program is competency based, student-oriented and individualized in accordance with the needs of each student.

Upon successfully completing the courses comprising a complete program, students will be awarded a “Certificate of Completion” in addition to a high school diploma upon graduation.

Consistent with budget constraints, program offerings may include one or more of the following:

1. Auto mechanics technology
2. Business occupations
3. Machine technology
4. Consumer and family studies

Adopted by the Board: prior to April 2005
Revised by the Board: December, 2005

CROSS REF.:
Board policy:
EL-6, Educational Program
Character Education

The district believes that while parents/guardians are the primary and most important moral educators of their children, the school and community should reinforce parental efforts. The superintendent will develop, with input from parents/guardians and other community members, a character education program.

The program shall be designed to help students cultivate skills, habits and qualities of character that will promote an upright, moral and desirable citizenry and better prepare students to become positive contributors to society, including:

- honesty
- respect
- responsibility
- courtesy
- respect for and compliance with the law
- integrity
- respect for parents, home and community
- the dignity and necessity of a strong work ethic
- conflict resolution skills

Teachers shall strive to model and promote the guidelines of behavior established in the character education program.

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 22-29-101 et seq. *(character education program strongly encouraged by state law)*

CROSS REF.: *Board policy:*

- EL-6, Educational Program
Health Education

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

In addition, the student shall be presented with information regarding complex social, physical and mental health problems which will be encountered in society. In health education, students should examine the potential health hazards of social, physical and mental situations which exist in the broad school-community environment and learn to make intelligent, viable choices on alternatives of serious personal consequence.

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

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

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

2. Parents/guardians of all students shall be notified that such courses have been scheduled and that they may request that their child be exempt without penalty from a specific portion of the comprehensive health program on the grounds that it is contrary to their religious beliefs. If the request for the exemption is from a specific portion of the health education curriculum that concerns human sexuality, no reason must be given by the parent/guardian when requesting the exemption.

3. The notice to parents shall include a detailed, substantive outline of the topics and materials to be presented in the portion of the planned curriculum that concerns human sexuality.
4. The district shall approve an exemption procedure. If a student is granted an exemption, an alternate educational assignment shall be arranged.

5. Teachers who provide instruction in comprehensive health education shall have professional preparation in the subject area, either at the preservice or inservice level.

Adopted by the Board: February 2000
Revised by the Board: December, 2005

LEGAL REFS.: 20 U.S.C. 7906 (prohibition against the use of Title I Funds to operate a program of contraception in the schools contained in the No Child Left Behind Act of 2001)
C.R.S. 22-1-110.5
C.R.S. 22-25-105
C.R.S. 22-25-106 (4)
C.R.S. 22-25-110 (2)

CROSS REFS.:
Administration policies:
IGA, Curriculum Development
IHACA*, Law-Related Education
JLC, Student Health Services and Requirements, and subcodes

NOTE 1: The Comprehensive Health Education Act of 1990 was amended with SB186 in 2000. Specifically, C.R.S. 22-25-104(6) was amended to read:

Any curriculum and materials developed and used in teaching sexuality and human reproduction shall include values and responsibility and shall give primary emphasis to abstinence by school-aged children. School officials shall receive prior written approval from a parent or guardian before his or her child may participate in any program discussing or teaching sexuality and human reproduction. Parents must receive, with the written permission slip, an overview of the topics and materials to be presented in the curriculum.

This amendment applies only to the programs funded through state grant dollars for Comprehensive Health Education. Therefore, if a funded program uses grant money to teach sex education, prior written approval from a parent or guardian is required. The written permission slip must be accompanied by an overview of the topics and materials to be presented in the curriculum.

Prior written approval is not required for other classes addressing human reproduction such as biology or science unless such classes are part of a Comprehensive Health Education program.
NOTE 2: 20 U.S.C. 7906 of the No Child Left Behind Act of 2001 states that no Title I funds may be used to:

- Develop or distribute materials or operate programs or courses of instruction directed at youth that are designed to promote or encourage sexual activity, whether homosexual or heterosexual
- Distribute or aid in the distribution by any organization of legally obscene materials to minors on school grounds
- Provide education or HIV prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence
- Operate a program of contraceptive distribution in the schools

NOTE 3: There are three different exemption procedures in state law for health education programs and curriculum that includes a discussion of human sexuality. See Note 1 for the “opt in” provisions for comprehensive health education programs funded through state grant dollars. Another statute authorizes districts to restrict exemptions from health education programs to instances where the parent/guardian objects that the instruction is contrary to religious beliefs or teachings. See C.R.S. 22-25-106(4). The third exemption reference is a new law which requires districts to provide an exemption when the district offers a planned curriculum that includes the discussion of or instruction concerning human sexuality upon the written request of the parent. C.R.S. 22-1-110.5. This sample policy and exemption procedure that accompanies it is written to address these three approaches. To eliminate some of the confusion, districts can modify opportunities to “opt out” so they are consistent. This approach would allow a parent/guardian to request an exemption from any portion of the health education curriculum that is objectionable without having to state a particular reason for the exemption. The sample policy and regulation would have to be modified to allow parents/guardians to “opt out” from any portion of the curriculum without having to state a reason.
Family Life/Sex Education or Health Education
(Exemption Procedure)

1. Exemption will be granted from a specific portion of the health and/or family life/sex education curriculum on the grounds that the material taught is contrary to the religious beliefs and teachings of the student or of the student’s parent/guardian. If the request for the exemption is from a specific portion of the health education curriculum that concerns human sexuality, no reason must be given by the parent/guardian when requesting the exemption.

2. A request for exemption must be submitted in writing to the principal at least 3 school days in advance of instruction in that portion of the curriculum for which the exemption is requested.

3. The principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.

4. The principal or teacher will inform the parent/guardian of disposition of the request within 3 school days of receipt of the request.

Adopted by the Board: December, 2005
Teaching about Drugs, Alcohol and Tobacco

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

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

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

1. To create an awareness of the total drug problem—prevention, education, treatment, rehabilitation and law enforcement on the local, state, national and international levels.

2. To relate the use of drugs and alcohol to physical, mental, social and emotional practices.

3. To encourage the individual to adopt an appropriate attitude toward pain, stress and discomfort.

4. To develop the student’s ability to make intelligent choices based on facts and to develop the courage to stand by one’s own convictions.

5. To understand the need for seeking professional advice in dealing with problems related to physical and mental health.

6. To understand the personal, social and economic problems causing the misuse of drugs and alcohol.

7. To develop an interest in preventing illegal use of drugs in the community.

The curriculum, instructional materials and strategies used in this program shall be approved by the superintendent.
To the extent funds are available, each school is encouraged to operate and maintain an educational program to assist students in avoiding and discontinuing use of tobacco.

Adopted by the Board: December, 2005

  C.R.S. 18-18-102
  (5) C.R.S. 22-1-110
  C.R.S. 22-32-109 (1)(bb)
  C.R.S. 25-14-103.5

CROSS REFS.:
  Administration policies:
  ADC, Tobacco-Free Schools
  IHACA*, Law-Related Education
  JICH, Drug and Alcohol Use by Students

Board policy:
  EL-6, Educational Program
Special Instructional Programs and Accommodations

The superintendent shall provide a procedure which shall be followed if a student enrolled in the district schools experiences a school learning problem. This procedure shall be known as the “Referral Procedure.” The goal of this program shall be to provide the students with appropriate services in order to alleviate the learning problems being experienced.

Adopted by the Board: May 1995
Revised by the Board: December, 2005
Special Instructional Programs and Accommodations  
(Referral Procedures)

LEARNING PROBLEM REFERRAL PROCESS CHART

Student experiences school learning problem

Teacher gathers available information

Informal assessments
Observations
Informal testing
Cumulative records
Interest inventory

Learning problem resolved

Conference
Parent
Student
Other professionals

Learning problem persists

Referral to student study team

Solution proposed/implemented

Learning problem persists

Placement team referral for student evaluation

Student educationally handicapped

Program developed—student Study
Student placed in Team special (SST) education

Student does not meet guidelines for possessing an educational handicap

1 of 3
The Student Study Team has the primary responsibility of helping teachers resolve problems in the classroom. This team approach to classroom problem-solving represents an attempt by school personnel to meet the program needs of both students and staff promptly and efficiently. Strategies generated by the SST will be implemented, monitored and evaluated.

The major strengths of the SST will be:

- Flexibility of operation
- Increased support for and involvement by classroom teachers
- Efficient pre-referral screening for special education
- Circumvention of lengthy special education evaluation process
- Provide support for teachers to individualize instruction
- Provide resources for students not appropriate or not eligible for special education services

Team composition will include a building administrator, guidance counselor, minimum of two classroom teachers, special education representative/consultant and other district professionals as needed (psychologist, speech therapist, reading specialist, occupational therapist, Title I, ESL, etc.).

All special education referrals will flow through SST. In addition, students who have been tested and are found not to be educationally handicapped should be returned to the SST level for interventions. SST will function throughout the school year and will coordinate all referrals and interventions outside of special education. Students moving to the district who are already identified as special education should not be referred to SST.

Referral sources may include parents, school staff, health agencies and courts or policy.

Reasons for referrals may include:

- Work habits
- Classroom behavior
- Social/emotional/adjustment problems
- Reading/math/language problems
- Medical problems
- Home/community issues
- ESL issues
- Homework issues
- Physical/motor problems
Possible interventions include:

- Classroom modifications
- Behavior management plans
- Possible notification of parents (phone or writing)
- Possible setting up of parent meeting
- Counseling
- Homework plan
- Academic screening
- O.T., speech, reading screenings
- Title I, O.T., speech, reading services for uncoded students
- Completion of referral paperwork for special education testing
- Recommendation to refer to outside agencies
- Classroom observation by a team member

**SST referral process**

The referral process will begin with a short written summary of observation submitted to the committee chairperson who shall be designated as the building counselor assigned. This summary will consist of:

- A description of the performance desired of student A
- list of the student’s strengths and weaknesses
- A description of what the teacher has already done to resolve the problem Any relevant background information and test results

This written referral will be reviewed by the team members prior to the meeting to allow more time for the team problem-solving process. This will also allow team members to clarify certain statements on the referral or to obtain additional information.

Approved: May 1995
Revised: December, 2005
Special Education/Programs for Handicapped/Disabled/Exceptional Students

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

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

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

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

Students with disabilities are required by federal law to be included in state and district-wide assessments, with appropriate accommodations where necessary. Any IEP developed for a student with disabilities shall specify whether the student shall achieve the district’s adopted content standards or whether the student shall achieve individualized standards which would indicate the student has met the requirements of his or her IEP.

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

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

Adopted by the Board: May 1995
Revised by the Board: December, 2005

LEGAL REFS.: 20 U.S.C. §1401 et seq. (Individuals with Disabilities Education Act)
29 U.S.C. §701 et seq. (Section 504 of the Rehabilitation Act of 1973)
C.R.S. 22-7-407 (6)
C.R.S. 22-20-101 et seq. (Exceptional Children’s Education Act)
C.R.S. 22-32-110 (1)(bb)
1 CCR 301-8, Rules 2220-R-1.00 et. seq. *(Rules for the Administration of the Exceptional Children’s Act)*

CROSS REFS.:

*Administrative policies:*

ACE, Nondiscrimination on the Basis of Handicap/Disability
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IHBIB, Primary/Preprimary Education
JHD-E, Exclusions and Exemptions from School Attendance
JK*-2, Discipline of Students with Disabilities
Gifted and Talented Education

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

The superintendent or designee shall develop and implement programming designed to meet the particular educational needs of gifted and talented students that:

• encourages acceleration and enrichment beyond the basic curriculum,

• offers a differentiated curriculum that includes higher cognitive concepts and processes,

• uses instructional strategies that accommodate the learning styles of the gifted and talented,

• fosters the individual growth of each student,

• supports students in the attainment of state and district academic content standards,

• assists students with pre-collegiate and/or pre-advanced placement programs, and

• provides guidance support systems, including identifying post-secondary options.

The programming shall include early identification of gifted and talented students who are at least 5 years of age and may include the early identification of 4 and 5 year old highly advanced gifted students. The programming shall also include ongoing professional development of staff who administer, supervise or teach in such programs. The programs will be regularly evaluated.

The superintendent or designee shall submit to the Colorado Department of Education a program plan to identify and serve gifted and talented students and may submit a program plan to serve 4 and 5 year old highly advanced gifted students no later than April 30 of each year. The program plan shall contain elements specified by CDE so the district [or administrative unit] will be eligible for state funding for these students.
Trinidad School District #1

Except as otherwise required by law, the superintendent or designee shall have the final determination regarding placement of students in district programs for the gifted and talented.

Adopted: March 2011

LEGAL REFS.: C.R.S. 22-20-101 through 114 (Exceptional Children’s Educational Act)
C.R.S. 22-26-107 (application to gifted and talented program)

C.R.S. 22-54-103 (10) (allows district to count and receive funding for four and five year old “highly advanced gifted children” enrolled in kindergarten and first grade)

1 CCR 301-8, 2220-R-1 2.00 (gifted and talented and highly advanced gifted children)
Compensatory Education
(Title I)

The district will provide, on an annual basis, a program of services for district students who are educationally deprived and who have special educational needs. This program of services shall be consistent with all federal and state guidelines and shall be in accordance with approved funding available for this program.

Pursuant to federal law, school districts receiving Title I funds to provide educational services to students must do so in accordance with Title I of the No Child Left Behind Act of 2001. It is the district’s intent that Title I funds shall be used efficiently and effectively to benefit the academic opportunities and progress of students in School wide or Targeted Assistance Programs.

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

Any such program of services shall meet all federal requirements including:

1. Needs assessment. All Title 1 programs must conduct a needs assessment each year and provide services to students who are identified as having the greatest educational needs.

2. Supplementary services. Title 1 services are intended to be supplementary to the regular educational program and may not take the place of services provided by the district or state.

3. Concentration of services. The law requires that Title 1 programs be of sufficient size, scope and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the children being served within the scope of available resources.

4. Instructional services. Title 1 is primarily an instructional program, but a limited amount of essential support services may be provided with available Title 1 funds.

5. Parental involvement. Programs must be designed and implemented in consultation with parents.

6. Evaluation. All Title 1 programs must be evaluated and the results must be used for program improvement. Results of local evaluations are summarized and reported at the state and national levels.
On an annual basis, the superintendent shall cause an application for funding to be completed in a timely manner and shall ensure all programs approved are conducted as outlined in the application for funding submitted and approved.

Adopted by the Board: May 1995
Revised by the Board: December, 2005

LEGAL REF.: 20 U.S.C. 1001 et seq. *(Title I of the No Child Left Behind Act of 2001)*

CROSS REFS.: Administration policies:
- GCBA, Instructional Staff Contracts/Compensation/Salary Schedules
- GDBA, Support Staff Salary Schedules
- KB, Parent Involvement in Education
- KBA, District Title I Parent Involvement
English Language Learners

In keeping with the intention of the state of Colorado and this school district to offer educational opportunities to those children whose dominant language is other than English, the district shall provide suitable research-based language instructional programs for all identified English language learners in grades kindergarten through 12 in accordance with the requirements of state and federal statutes and Colorado Department of Education regulations and guidance.

The district shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOT), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

For the 2005-06 school year and thereafter, students shall be assessed through use of the language assessment approved by the Colorado Department of Education.

The district shall certify to the Colorado Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The district shall provide additional information as required by the Colorado Department of Education to comply with No Child Left Behind.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-24-101 through 22-24-105 (English Language Proficiency Act)
1 CCR 301-10, Rules 2224-R-1 through 2224-R-3
20 U.S.C. 3001 et seq. (language instruction for limited English proficient and immigrant students contained in No Child Left Behind Act of 2001)
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
35 C.F.H. 11595 (home language questionnaire)
Homebound Instruction

The purpose of homebound instruction is to maintain continuity in the educational process for those students who, because of a temporary extended illness or condition, cannot attend school. Homebound instruction shall not be used in lieu of the student’s normal educational placement.

The superintendent shall provide an educational program for any school-age child who is physically or mentally unable to attend school, as determined by the student’s physician, school nurse and director of special education or designee.

1. In each instance the physician must certify that the student will be unable to attend school for the length of time specified and that he or she is capable of receiving home instruction. The physician also shall be asked to give an estimate of the probable length of the student’s convalescence.

2. A parent should request the homebound/hospital instruction as soon as it is determined that the student’s condition will require it so that instruction may begin as soon as the student is able to receive it.

Homebound instruction, although correlated with what the student is missing in the classroom, shall be geared to the student’s needs and what the student is capable of doing during the period of convalescence. Textbooks and supporting materials shall be provided by the appropriate school.

The principal or counselor shall determine how many hours of weekly instruction students shall receive.

Preference shall be given to regular staff members, and particularly to the student’s own teacher(s), when they wish to serve as homebound instructors. They shall be paid an hourly rate established annually by the administration.

Adopted by the Board: May 1995
Revised by the Board: December, 2005

LEGAL REF.: C.R.S. 22-33-104 (2)(i)
Homebound Instruction

Referral

All requests for home/hospital instruction shall be approved by the director of special education or designee. The parent(s)/guardian(s) having legal custody should make such a request in writing to the school principal.

Responsibilities

A. The building principal or designee shall:
   1. Obtain necessary supplies such as textbooks, workbooks and manuals for the home/hospital teacher.
   2. Coordinate the homebound or hospitalized student’s program with the regular classroom teacher. Students are entitled to the same materials as other students but variations may be feasible and advisable.
   3. Coordinate the program with teachers of junior high school and senior high school students and the homebound student’s counselor. The counselor shall be expected to gather materials, textbooks, curriculum, etc. from the student’s teachers.

B. The school nurse shall:
   1. Complete a health history for the current incident including a statement recommending or not recommending home/hospital instruction and send the health history to the special education department.
   2. Have the parent and physician complete an application for home/hospital instruction.
   3. Confer with the administrator to initiate home/hospital instruction.
   4. Follow up with other school personnel as necessary.
   5. Be the key communicator between the special education department and the school.
   6. Maintain an on-going liaison with the family, student, physician and assigned teacher.
   7. Make recommendations or adaptations regarding the child’s returning to school.
   8. Monitor the return to school.
C. **The regular classroom teacher shall:**

1. Provide as much information about the student as seems feasible and usable by the home/hospital teacher.

2. Work cooperatively with the home/hospital teacher in helping plan a program keeping in mind the ability and health of the student.

3. Assist the home/hospital teacher in keeping communications open between the class and student.

D. **The home/hospital teacher shall:**

1. Be notified by the special education department of the instructional assignment.

2. Cooperate with the parents in arranging a schedule for the best convenience of the student, teacher and parent.

3. Call the building principal or designee for an appointment time. Visit the school immediately after being assigned the student to obtain textbooks, workbooks and manuals and to solicit the regular teacher’s cooperation in obtaining pertinent information.

4. Use careful judgment in the use of materials, keeping in mind the ability of the student, his or her health and his or her responsiveness.

5. Provide progress and attendance reports during the home/hospital bound period. It should be noted that adjustments should be considered in view of the individualized instruction. Progress reporting is on a nine-week basis. If a student returns to the regular classroom before the end of a reporting period, a progress report shall be given to the regular teacher to use in helping determine the reporting period grade. The regular teacher must have the progress report both verbally and in writing. At the secondary levels, the progress report shall be submitted to the counseling office.

6. Notify the appropriate building principal when the homebound student is ready to reenter school and the termination date of the homebound instruction. Textbooks and workbooks are to be returned to the appropriate school. The home/hospital teacher will provide the principal, director of special education, classroom teacher and/or counselor with a written report of the schoolwork covered.

Approved: May 1995
Revised by Board: December, 2005
Primary/Preprimary Education

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

Children with disabilities

In meeting its obligation to offer an individualized program for children with disabilities at age three, the district shall provide a special education preschool program at no cost to students who have been identified as disabled pursuant to applicable law.

Colorado state preschool program

In addition, when the district receives funding from the state to do so, the district shall provide a preschool program as part of the Colorado Preschool Program for three-, four- and five-year-old children who lack learning readiness due to significant family risk factors, who are in need of language development or who are receiving services from the Colorado Department of Social Services as neglected or dependent children. All enrolling three-year olds must lack overall learning readiness that is attributable to at least three of the significant family risk factors. Beginning with the 2005-2006 school year, a child must be the requisite age by October 1 of the applicable budget year to be eligible for enrollment, unless the child is otherwise enrolled in the program pursuant to applicable law.

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

When the district receives funding from the state to do so, the district shall also include a full-day kindergarten as part of the preschool program.

Other children who wish to enroll on tuition basis

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

Adopted by the Board: December, 2005
LEGAL REFS.: C.R.S. 22-20-101 et seq. (Exceptional Children's Act)
C.R.S. 22-28-101 et seq. (Colorado Preschool Program Act)
C.R.S. 22-45-103(1)(g) (Preschool program fund)
C.R.S. 22-54-103(9.5) (definition of preschool enrollment)
C.R.S. 22-54-105(4) (At-risk funding)
C.R.S. 26-6-102 (1.5) (definition of child care center)
1 CCR 301-8, Rules 2220-R-1.00 et. seq. (Rules for the Administration of the Exceptional Children’s Act)

CROSS REF.:
Administration policy:
IHBA, Special Education/Programs for Handicapped/Disabled/Exceptional Students

NOTE 1: Pursuant to C.R.S. 22-28-106, the term "significant family risk factors" is defined to mean any of the following:
The child is eligible to receive free or reduced-cost lunch pursuant to the National School Lunch Act
Homelessness of the child’s family
An abusive adult residing in the home of the child
Drug or alcohol abuse in the child’s family
Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child
The child’s parent or guardian has not successfully completed a high school education or its equivalent
Frequent relocation by the child’s family to new residences Poor social skills of the child

NOTE 2: School districts participating in the Colorado Preschool Program must budget an amount equal to the district’s per pupil operating revenues multiplied by the district’s preschool enrollment. This amount must be allocated to the preschool program fund and may be expended only to pay costs of providing preschool services directly to enrolled children (for example teacher and paraprofessional salaries and benefits, supplies, home visits, and the like). Any moneys remaining in the fund at the end of any fiscal year must remain in the fund.
Concurrent Enrollment

NOTE: Districts are not legally obligated to implement a concurrent enrollment program, nor are districts required to adopt a policy on this subject. Some content in this sample reflects legal requirements school districts must follow under the Concurrent Enrollment Programs Act, C.R.S. 22-35-101 et seq. Until July 1, 2012, districts may offer concurrent enrollment options pursuant to the now repealed Postsecondary Enrollment Options Act (PSEO Act), the Concurrent Enrollment Programs Act, or a combination of the two. Beginning July 1, 2012 and thereafter, the district must follow the requirements of the Concurrent Enrollment Programs Act if it offers a concurrent enrollment program to students. 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.

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

Definitions

For purposes of this policy and accompanying regulation, the following definitions shall apply.

$Concurrent enrollment$ means the simultaneous enrollment of a qualified student in a district high school and in one or more postsecondary courses at an institution of higher education.

$Qualified student$ means a person who is less than 21 years of age and is enrolled in the 9th grade or higher grade level.

NOTE: The Act provides that students are eligible to enroll in postsecondary courses beginning in ninth grade. C.R.S. 22-35-103(15). The Board has discretion to allow concurrent enrollment beginning in ninth grade or to require students to be in a higher grade before enrolling in postsecondary courses at the district’s expense.
“Postsecondary course” means a course offered by an institution of higher education and includes coursework resulting in the acquisition of a certificate; an associate degree of applied sciences, general studies, arts, or science; and all baccalaureate degree programs.

$Institution of higher education$ means:

a. A state university or college, community college, junior college, or area vocational school as described in Title 23, C.R.S.;

b. A postsecondary career and technical education program that offers postsecondary courses and is approved by the state board for community colleges and occupational education pursuant to applicable state law; and

c. An educational institution operating in Colorado that meets the Act's specified criteria.

**Eligibility**

Qualified students seeking to enroll in postsecondary courses at the district’s expense and receive high school credit for such courses shall follow the procedure accompanying this policy, see IHCDA-R.

**Academic credit**

Academic credit granted for postsecondary courses successfully completed on the college campus by a qualified student may count as high school credit toward the Board’s graduation requirements, only with administration’s prior approval.

High school credit shall be denied for postsecondary courses that do not meet or exceed the district’s standards. High school credit shall also be denied for a postsecondary course that is the same course offered by the district, unless the qualified student’s enrollment in the postsecondary course is approved due to a scheduling conflict or other reason deemed legitimate by the District. Concurrent enrollment may be available for summer school at the parent’s expense with pre-approval for high school credit subject to the principal’s approval.

**Agreement with institution of higher education**

When a qualified student seeks to enroll in postsecondary courses at an institution of higher education and receive high school credit for such courses, the district and the participating institution shall enter into a written cooperative agreement in accordance with the Act. The District currently has an existing cooperative agreement with Trinidad State Junior College.
NOTE: The Act created a Concurrent Enrollment Advisory Board. C.R.S. 22-35-107. This Board’s responsibilities include advising and assisting school districts, BOCES and institutions of higher education in preparing cooperative agreements. The Concurrent Enrollment Advisory Board has approved model cooperative agreements between districts and institutions of higher education, which are available on the Colorado Department of Education’s website.

**Payment of tuition**

Students in grades eleven and twelve may enroll in up to 13 credit hours of postsecondary courses per semester with a maximum of 2 classes that are off campus. Students in grade nine and ten may take a maximum 1 class per semester unless otherwise approved by the principal due to exceptional circumstances in their Individual Career and Academic Plan (ICAP.)

NOTE: Unlike prior state law, the Act does not require the district to pay for up to two postsecondary courses per academic term. Rather, the Act allows the Board to determine the total number of postsecondary credit hours for which the district will pay. The Act does limit the number of postsecondary credit hours in which a fifth year student may enroll, if the student is not participating in the ASCENT program, to a maximum of nine credit hours. See, C.R.S. 22-35-104(1)(d). However, the Board again has the discretion to lower the number of postsecondary credits in which a fifth year student may enroll at the district’s expense. The Board should discuss this issue with the district’s administration to determine the total number of postsecondary courses a qualified student may take at the district’s expense and the number of postsecondary courses a qualified student may take per academic term. These amounts should then be inserted in the paragraph above.

In order to be fully enrolled in concurrent classes, the high school will need to approve students for participation. The college will bill the high school for students who passed classes with C’s or above. Students who receive D’s or F’s will be billed by the college and parents will be responsible for payment to the college directly. The high school will pay the college in full for classes taught at the high school. Students who participate in classes taught at the high school will pay a small portion of each class. Students/parents will receive a letter at the beginning of each high school year with the cost per class. The high school will directly pay the college *tuition only* for classes held on the college campus; fees and books will be the student/parent responsibility. The high school may deny a student for participation in concurrent enrollment, if they receive a D or F the prior semester. If students owe the college money from a prior semester, they will not be able to enroll in new college courses until the bill is paid.

**Transportation**

The district shall not provide or pay for the qualified student's transportation to the institution of higher education.
Notice
Information about concurrent enrollment options shall be made available to high school students and their parents/guardians on an annual basis through the student handbook.

Adopted: February 25, 1992
Revised: December, 2005
Revised: March, 2011

LEGAL REFS.: C.R.S. 22-35-101 et seq. (Concurrent Enrollment Programs Act) 1 CCR 301-86 (State Board of Education rules regarding the Administration of the Concurrent Enrollment Program)
CROSS REFS.: IJNDAB*, Instruction through Online Courses
IKF, Graduation Requirements
NOTE: Districts are not legally obligated to implement a concurrent enrollment program, nor are districts required to adopt a regulation on this subject. Some content in this sample reflects legal requirements school districts must follow under the Concurrent Enrollment Programs Act, C.R.S. 22-35-101 et seq. Until July 1, 2012, districts may offer concurrent enrollment options pursuant to the now repealed Postsecondary Enrollment Options Act (PSEO Act), the Concurrent Enrollment Programs Act, or a combination of the two. Beginning July 1, 2012 and thereafter, the district must follow the requirements of the Concurrent Enrollment Programs Act if it offers a concurrent enrollment program to students. 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.

Concurrent Enrollment
(Procedure for students seeking to enroll in postsecondary courses)

1. Academic plan of study

The qualified student shall establish, in consultation with the high school counselor, an academic plan of study that describes all of the courses (including postsecondary courses) the student intends to complete to satisfy the Board’s high school graduation requirements. Prior to the qualified student’s enrollment in a postsecondary course, the high school counselor shall review and approve the student’s academic plan of study in accordance with applicable State Board of Education rules.

NOTE: The Concurrent Enrollment Programs Act, C.R.S. 22-35-101 et seq. (the Act) provides that the "principal, counselor or teacher advisor" shall approve the academic plan of study prior to the qualified student’s enrollment in a postsecondary course. C.R.S. 22-35-104(3). The district should designate the appropriate high school staff member and specify this person in the paragraph above. In approving the academic plan of study, the principal, counselor or teacher advisor "shall apply the guidelines established by rules" of the State Board of Education. Id. These rules specify the required content of the academic plan of study and presume the academic plan of study is part of the student's Individualized Career and Academic Plan (ICAP). See, Rule 2.02 of 1 CCR 301-86, “Guidelines for Approving or Disapproving Academic Plans of Study.”

2. Application

The qualified student shall complete the district’s concurrent enrollment application form and submit it to the high school counselor prior to the beginning of the semester. The requested postsecondary course(s) on the student’s application shall be consistent with the student’s approved academic plan of study. No student will be enrolled after the first three days of the postsecondary class.
The high school counselor shall approve or disapprove the student’s application in accordance with this regulation’s accompanying policy and shall notify the student of the decision. The decision of the high school principal shall be final.

NOTE: The Act requires the qualified student to seek approval from the "superintendent or designee" prior to enrolling in a postsecondary course in which the student intends to receive high school credit. C.R.S. 22-35-104(2). The district may choose to have the superintendent retain this authority or designate the high school principal, counselor or teacher advisor to serve in this role. The district should then specify this staff member in the paragraphs above.

NOTE: If the district has entered into a cooperative agreement with an institution of higher education, the district must create and “make publicly available” a “standard concurrent enrollment application form” on or before July 1, 2011. C.R.S. 22-35-104(2)(c). In creating the standard form, the district shall refer to the guidelines established by State Board of Education rules. Id.; see also, Rule 2.01 of 1 CCR 301-86, “Guidelines for Creating Standard Concurrent Enrollment Application Forms.” At a minimum, the application form shall require the student to specify the postsecondary courses in which he or she intends to enroll. Id. The Concurrent Enrollment Advisory Board has approved a model concurrent enrollment application form, which is available on the Colorado Department of Education’s website.

Adopted: December, 1996
Revised: December, 2005
Revised: March, 2011
Class Size

The district is aware that class size has a bearing upon effective teaching. Therefore, the superintendent shall work with principals to establish a reasonable and equitable class enrollment for each teacher.

Achieving this goal is dependent upon the financial ability of the district. In determining the size of various classes, the administration will consider the following factors:

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

The superintendent shall periodically review the size of various classes and make a determination as to the appropriateness of such size. The superintendent will strive to keep class size to the following:

1. Kindergarten through twelfth grade – 20 students per class

If a class enrollment falls below ten students, the class shall be cancelled and/or combined with a similar class. Only in unusual circumstances will a class with an enrollment of less than ten students be allowed to operate and only then with the approval of the principal and superintendent.

Adopted by the Board: May 1989
Revised by the Board: December, 2005
Revised by the Board: September, 2011
**Individualized Instruction**

The district shall encourage those programs, instructional arrangements and forms of class organization which provide opportunities for students to progress in school at their own pace and attain the highest educational achievement possible as individuals.

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

Further, the district recognizes that individualized instruction becomes meaningless in the long run unless it is accompanied by means through which student progress can be evaluated and measured in relation to student abilities and the progress an individual student has shown.

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

Adopted by the Board: May 1995
Revised by the Board: December, 2005

CROSS REF.:
*Board policy:*
   EL-6, Educational Program
Instructional Resources and Materials

As the governing body of the school district, the Board is legally responsible for the selection of all instructional materials. Pursuant to Board policy, the superintendent shall recommend to the Board for approval appropriate instructional materials and textbook programs to be used in the district.

Accordingly, the superintendent shall:

1. ensure appropriate input from the following groups as instructional materials are reviewed including teachers who will use the materials, administrators and other staff members who are involved in developing the educational program, and students, parents and community members

2. recommend textbooks and instructional materials that advance achievement of the Board’s Ends policies and contribute toward continuity, integration and articulation of the curriculum by course and program

3. consider the needs of all learners, including slower learners and the exceptionally able, when recommending textbooks and instructional materials

4. include, insofar as possible, multiethnic materials which depict a pluralistic society

5. provide for inspection of materials or textbooks upon request by a parent/guardian

6. develop and implement appropriate policies governing access to and utilization of electronic means of communication

Materials for school classrooms shall be selected by the appropriate professional personnel in consultation with the administration. Final decision on purchase shall rest with the superintendent or designee.

Adopted by the Board: May 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-1-104 (2)
C.R.S. 22-32-109 (1)(t)
C.R.S. 22-32-110 (1)(o),(p),(q),(r)
C.R.S. 22-54-105 (1)
20 U.S.C. §1232h (protection of pupil rights)

CROSS REFS.:
Administration policies:
    DB, Annual Budget, and subcodes
    IJJ, Textbook Selection and Adoption
    IJL, Library Materials Selection and Adoption
    IMB, Teaching about Controversial/Sensitive Issues
    KEC, Public Concerns/Complaints about Instructional Resources

Board policy:
    EL-7, Instructional Materials Selection and Adoption
Textbook Selection and Adoption

Responsibility for the review and selection of textbooks to be recommended shall rest with the school administrators, teachers utilizing said materials, textbooks and/or curriculum committees appointed for this purpose. Membership on such committees shall include representation of teachers who will use the texts and administrators and other staff members as found desirable. Students and parents may be asked to serve.

Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook programs shall be chosen:

1. To advance the educational objectives of the school system and particular objectives of the course or program.
2. To ensure that students attain proficiency on state and district content standards.
3. To contribute toward continuity, integration and articulation of the curriculum.
4. To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care shall be taken in their selection as to content.

Although many points must be examined, the staff should be particularly mindful of the following considerations:

1. The needs of all learners, including slower learners and the exceptionally able, must be addressed.
2. Insofar as possible, multiethnic materials which depict a pluralistic society should be selected.
3. The textbook or textbook program should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.
4. The textbook or textbook program should not seek to confine instructional materials to those of a particular publisher.
5. If the textbook deals with problems and issues of our times, it should present and encourage examination of all points of view.
Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.

All instructional resources and materials, including textbooks, shall be available for inspection by parents and guardians.

Adopted by the Board: May 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-32-109 (1)(t)
20 U.S.C. §1232h (protection of pupil rights)

CROSS REFS.:

Administration policies:
IJ, Instructional Resources and Materials
KEC, Public Concerns/Complaints about Instructional Resources

Board policies:
EL-6, Educational Program
EL-7, Instructional Materials Selection and Adoption
Library Materials Selection and Adoption

Library material selection shall be a continuing process in which administrators, parent groups, teachers and students are encouraged to participate. The basic factors influencing selection shall be the district curriculum, reading interests and the abilities and background of students using the library. All materials selected for purchase shall be approved by the administrators and school librarians. Recognized reviewing aids shall be used in the selection of library materials.

Collection objectives

The school library media center (SLMC) will:

1. Provide books, periodicals, audio-visual, technological services and other resource material necessary to a student to help support his/her curriculum pattern at his/her level of ability, maturity and interest.
2. Provide curriculum materials that will help the student grow intellectually, spiritually, socially and emotionally.
3. Provide materials from various backgrounds of religion, race and culture so that by their contact with these materials, students may be exposed to a variety of perspectives that will help them grow intellectually.
4. Provide reading/research materials on current/controversial subjects that will represent various opinions in order to enable students to make informed, unbiased and well thought out opinions.
5. Provide materials to promote reading and to assist students, faculty and administration in meeting education content standards.
6. As a Nexus library, a library without walls, participate in obtaining off-site resources to meet the needs of its users and share its resources with other libraries and SLMCs through a courier; adhere to the Colorado Interlibrary Loan guidelines; and participate in the Colorado Library Card.
7. Participate in cooperative collection development as part of the Colorado Nexus project. Activities will include the analysis of the current collection, growth and use trends, and the planning, acquisition and sharing of future materials and resources. Subject areas of emphasis will be determined in the individual SLMCs and a regional analysis of collections will provide a framework for future activities.

Criteria for selection of materials

General criteria (not in priority order) used for selecting materials may include:

- Suitability of subject, style and level for the intended audience
- Positive reviews in professional journals
- Suitability of physical format for media center
- Reputation of the author, artist, publisher, etc.
- Timeliness or permanence of the material
- Relevance to curriculum needs
- Availability and accessibility of the same resources through regional or statewide networks
- Space and budgetary considerations
Need for information or resources in a subject area
Requests from faculty, students and administration
State standards

Nonfiction criteria (not in priority order) may include:

Accuracy, objectivity and timeliness of the information
Educational presentation of materials
Presentation of differing perspectives
Logic and clarity of presentation
Appropriate depth of coverage for intended purpose
Award winner/notable resource
Supports established curriculum

Fiction criteria (not in priority order) may include:

Literary and artistic merit
Originality
Award winner/notable resource
Educational and entertainment value
Curriculum

Electronic resources criteria (not in priority order) may include:

Scope and depth of material
Ease of use by students, teachers and staff
Ability to network
Vendor support
Budget
Non-print materials
Teacher/student requests
Budget
Helpfulness in meeting curriculum standards

Gifts and donations

The SLMC welcomes gifts of books and other useful materials. Gifts will be accepted with the understanding that the SLMC staff will evaluate the usefulness of each item in accordance with the criteria established for the selection of new materials. Resources that do not meet criteria for selection may be traded, sold, given away or discarded. The SLMC will not guarantee that any resource will be kept permanently.

Adopted by the Board: May 1995
Revised by the Board: April 24, 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-32-110 (1)(r)
20 U.S.C. §1232h (protection of pupil rights)

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

Board policies:
   EL-6, Educational Program
   EL-7, Instructional Materials Selection and Adoption
Library Materials Selection and Adoption

Selection responsibility

The responsibility for the selection of SLMC materials is delegated to media staff employed by the school district. The responsibility for coordinating the selection of materials and making recommendations for purchase rests with the media staff and shall be completed in accordance with the SLMC’s budget.

Selection tools

Selection tools may include, but are not limited to the following:

- Reviews from professional library journals such as *The School Library Journal*, *Horn Book*, *VOYA*, *Book Report*, etc.
- *Children’s Catalog*, *Middle School and Junior High School Library Catalog*, *Senior High School Library Catalog*, and other standard professional resources
- Student, faculty and administrative recommendations
- Collection assessment
- Deselecting/replacement schedules
- Interlibrary loan requests
- Lists of award-winning and notable resources
- Preview material

Deselecting of SLMC resources

Responsibility for deselecting (also known as weeding) is the responsibility of the media center staff. This activity is necessary to provide up-to-date, accurate and attractive resources and to provide space for new acquisitions. Trained volunteers may assist with this procedure under the guidance of the media staff.

Materials may be reviewed on an annual or ongoing basis. The CREW Method (Continuous Review Evaluation and Weeding) guidelines will serve as one resource for deselecting materials from the collection.

Disposal of discarded materials

The library staff will dispose of weeded materials in one of the following ways:

2. Sell/donate materials to teachers, students and/or to a public/private entity through book sales.
3. Recycle it by donating materials to a charitable institution or to another library.
4. Trade it if possible with another library.
5. Destroy materials by dumping in the dumpster or incinerating.
Approved: April 24, 2000
Revised : December, 2005

CROSS REFS.:

*Administration policies:*
  - DN, School Properties Disposition
  - KEC, Public Concerns/Complaints about Instructional Resources
Resource Centers/Media Centers/School Libraries

The Trinidad School Board is legally responsible for all matters regarding the management of the district's school, including the school library media center (SLMC).

Mission statement

As members of a community and a nation committed to the principles of democracy, we face a responsibility of paramount importance: the education of our youth. Without a populace of educated, well-informed citizens, the basic tenets of our democratic society will be jeopardized. Predicated upon this fact, we believe that it is the mission of Trinidad Public Schools to provide all students with a solid academic foundation which will assist in making them active, productive and informed citizens capable of making positive contributions to society.

Goal/mission/philosophy of the district SLMC

The Trinidad School Library Media Centers (TSLMC) supports the goals, mission/philosophy of the Trinidad School District. In addition, the goal of the Trinidad SLMC is to support, enrich and implement the educational objectives of the school and to assist students in meeting standards. SLMC staff members believe that they are an integral component of the school curriculum. Thus, the SLMC staff will provide opportunities for teachers and students to become familiarized with its materials collections, programs and information including Literacy Guidelines (see exhibit IJNC-E-1). SLMCs will help support school collections with materials and services. Further, the Trinidad SLMC staff believes that the SLMC shall foster students’ natural curiosity and enthusiasm for accessing information, lifelong learning and lifelong reading.

Adopted by the Board: April 24, 2000
Revised by the Board: December, 2005

CROSS REFS.:

--- Board policies:
EL-6, Educational Program
EL-7, Instructional Materials
Resource Centers/Media Centers/School Libraries
(Literacy Guidelines)

Student as a knowledge seeker
1. Knows the assignment  
2. Develops a plan of action  
3. Lists information  
4. Sorts out information they need  
5. Puts information in order; states the case (thesis statement); presents information/product

Student as a quality producer
1. Recognizes standards/rules/tests of final product  
2. Plans a product  
3. Creates a quality product  
4. Presents a quality product  
5. Evaluates a quality product

Student as an independent learner
1. Voluntarily sets goals, uses Library Media Center and has personal interests  
2. Realizes all problems have solutions  
3. Asks for help, understands Library Media Center  
4. Makes suggestions for improvement of own work

Student as a group contributor
Each student:
1. Helps with group planning  
2. Cooperates to define jobs and responsibilities  
3. Shows respect for the ideas of others  
4. Offers information, defends information, and seeks a win/win product  
5. Helps report product  
6. Evaluates own role and group product

Student as a responsible user
1. Doesn’t copy others’ work (copyright)  
2. Cites sources  
3. Understands intellectual freedom  
4. Follows guidelines for electronic resources  
5. Shares materials and resources

Issued: April 24, 2000
Revised: December, 2005
Field Trips

The district recognizes that the first-hand learning experiences provided by field trips are effective and worthwhile means of learning. It is the desire of the district to encourage field trips as part of and directly related to the total school program.

Specific guidelines and appropriate administrative procedures have been developed to screen, approve and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants.

These guidelines and procedures ensure that all field trips have the approval of the superintendent or designee.

Adopted by the Board: May 1995
Revised by the Board: December, 2005

LEGAL REFS.:  C.R.S. 13-22-107 (parental liability waivers)
                 C.R.S. 40-10-116 (1)(b)

CROSS REFS.:  

   Administration policies:
       EEAG, Student Transportation in Private Vehicles
       JJH, Student Travel

   Board policy:
       EL-6, Educational Program
Field Trips

Educational field trips shall be planned and conducted in accordance with the following guidelines, and are subject to final approval by the superintendent.

1. The teacher shall review the educational value of the field trip with the principal and receive the principal’s approval prior to making arrangements for the field trip.

   This review should include a discussion of the following:

   a. Sponsor’s name
   b. Grade or class
   c. Destination and date of trip
   d. Date submitted
   e. Purpose of trip
   f. Request for district transportation

2. A parental permission slip is required for each student participating in the trip, including walking or bicycling excursions. Slips will be available in the school office (see exhibit IJOA-E).

3. The teacher will provide the parents with information concerning the purpose and destination of the trip, transportation and eating arrangements, date and time of departure, estimated time of return and a detailed itinerary when a field trip will extend beyond a school day.

4. Participating students may be required to pay a pro rata share of costs for any special transportation, admission fees, etc. However, district funds will be available through the principal for students needing assistance with such expenses.

5. One or more adults in addition to the teacher will accompany each class on field trips unless otherwise approved by the principal. Teachers are responsible for informing accompanying adults of their duties and responsibilities.

6. The teacher should review acceptable standards of conduct with the students in advance of the trip. The teacher has primary responsibility for the conduct of the students. Students who cannot be self-controlled or teacher-controlled may be excluded from field trips.
7. The teacher planning the trip will be responsible for arranging an appropriate educational experience and supervision for students who do not participate in the field trip.

8. Students’ safety will be a primary consideration, with first aid kits required on all field trips.

9. The buddy system, or partners, is recommended to assure constant awareness of each student’s whereabouts, needs and participation.

10. Should an emergency situation occur, the teacher is responsible for notifying the principal by telephone as soon as possible.

11. School buses ordinarily will be used for transportation. If private vehicles are being used to transport small groups of students, authorization must be obtained by the superintendent or designee.

12. Requests for school bus transportation will be channeled through the school principal.

13. Any requests for special commercial transportation will be submitted to the superintendent.

14. Students will not be permitted to leave the field trip group during the trip unless they are released to parents.

15. If students return to the school from the trip after school hours, the teachers will make provisions for their safe departure home, taking into account the age of the students and the hour.

Approved: May 1995
Revised: December, 2005
Trinidad School District #1, Trinidad, Colorado
Field Trips

Dear Parents/Guardians:

The______________________________________________ class/classes of the
______________________________________________ School will be participating in a
field trip on________________________________________. We
will be going to:_______________________________________

________________________________________________________________.

We will leave:________________________________________________

We plan to return approximately:______________________________

________________________________________________________________

Form of transportation:________________________________________

Reason for the trip:______________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Each student is asked to pay %_________ to cover expenses of the trip.*

*No student will be denied access to a field trip because he or she is unable to
pay any associated fees.

Permission form to be returned to school:

_____________________________________________ has my permission
to (Name of student)
accompany the field trip to________________________ on____________________

_____________________________________________ Date____________________

(Signature of parent/guardian)
Guest Speakers

The professional staff is encouraged to utilize outside speakers and other community resources when such expertise is available and relevant to the educational program under discussion at the time. Such outside resources will be used only if the material is pertinent to the age level and maturity of the students.

Adopted by the Board: May 1995
Revised by the Board: December, 2005
Academic Achievement

It is the district’s responsibility to focus attention and energy on the quality of education it provides and on the achievement of students. The district is accountable to the entire community in setting academic priorities to ensure the best use of funds made available.

The Board's goal is to improve student achievement by setting clear academic expectations for students through content standards. It is the Board’s belief that all students can learn given appropriate time and instruction.

Each student is expected to meet or exceed the district-adopted academic content standards before he/she transitions from level to level and before being eligible to graduate. While all students are expected to reach the standards, differences in performance do exist among students. In academic areas, just as in social growth and development, children have diverse capabilities and individual patterns of growth and learning.

The school staff and students are directly responsible for student learning. Each student is expected to study and learn to the best of his/her ability, and each staff member is expected to help in developing and maintaining a climate that encourages and supports academic achievement and high standards of behavior. Content standards are to be the focal point of classroom instruction.

To fulfill this expectation, all students will be provided challenging instructional programs. Student learning and performance will be continuously monitored against the standards through the use of valid and reliable measures.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-7-101 et seq. (Educational Accountability Act)
C.R.S. 22-7-401 et seq. (Education Reform)
C.R.S. 22-11-101 et seq. (Educational Accreditation Act)

CROSS REFS.:  
Board policies:
  EL-5, Commitment to Accomplishment and Accountability
  EL-6, Educational Program
Grading/Assessment Systems

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

State assessment system

State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math and science. State law also requires students to take standardized assessments in the instructional area of social studies. Accordingly, the district shall administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the district to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the district's assessment calendar. This policy and its accompanying regulation represent the district's processes to address these requirements.

1. Pencil and paper testing option

The district may determine that a specific classroom or school within the district will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include:

- the technological capacity and resources of the particular school/classroom;
- students' previous experience with computerized and written assessments;
- whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and
- the logistics of administering the state assessment in different formats at a particular school or schools.

Prior to making this determination, the superintendent or designee shall consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the district.

For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student's Individualized
Education Program (IEP) team or Section 504 team, in accordance with applicable law.

2. Parent/guardian request for exemption

A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in accordance with this policy's accompanying regulation.

In accordance with state law, the district shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments.

This policy's exemption process shall apply only to state assessments and shall not apply to district or classroom assessments.

3. Sharing of student state assessment results with parents/guardians

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. This information shall be included in each student's individual student record. Appropriate school personnel, including those who work directly with the student, shall have access to the student's state assessment results and longitudinal academic growth information and shall share with and explain that information to the student's parent/guardian.

District assessment system

In addition to the state assessment system, the district has developed a comprehensive assessment system that:

- challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;

- includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;

- provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and

- provides timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the district's academic standards.
In accordance with applicable law, the district's assessment system shall accommodate students with disabilities and English language learners.

The district's assessment results, in combination with state assessment results, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the district's academic standards.

**Additional assessment information for parents/guardians**

In accordance with state law and this policy's accompanying regulation, the district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.

**Classroom assessment system**

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

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

**Grading system**

The administration and professional staff shall devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with the district's academic standards. The records and reports of individual students shall be kept in a form meaningful to parents/guardians as well as teachers. The grading system shall be uniform district-wide at comparable grade levels. Peer grading of student assignments and classroom assessments is permissible. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow students.

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

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

Adopted: December, 2005

Revised: August 19, 2015
LEGAL REFS.: C.R.S. 22-7-1006.3 (1) (state assessment implementation schedule)

C.R.S. 22-7-1006.3 (1)(d) (district must report to CDE the number of students who will take the state assessment in a pencil and paper format)

C.R.S. 22-7-1006.3 (7)(d) (state assessment results included on student report card if feasible)

C.R.S. 22-7-1006.3 (8)(a) (policy required to ensure explanation of student state assessment results)

C.R.S. 22-7-1013 (1) (district academic standards)

C.R.S. 22-7-1013 (6) (policy required regarding the use of pencil and paper on state assessments)

C.R.S. 22-7-1013 (7) (procedure required concerning distribution of assessment calendar to parents/guardians)

C.R.S. 22-7-1013 (8) (policy and procedure required to allow parents to excuse their children from participation in state assessments)

C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)

C.R.S. 22-11-203 (2)(a) (principal required to provide educators access to their students' academic growth information "upon receipt" of that information)

C.R.S. 22-11-504 (3) (policy required to ensure explanation of student state assessment results and longitudinal growth information)

CROSS REFS.: AEA, Standards Based Education

AED*, Accreditation

IK, Academic Achievement

JRA/JRC, Student Records/Release of Information on Students
Grading/Assessment Systems

(Exemption Procedure and Information to Parents/Guardians)

Parent/guardian request for exemption

In accordance with the accompanying policy, the parent/guardian of a student enrolled in the district may request that his or her child be exempt from participating in one or more state assessments.

1. The request for exemption must be submitted in writing to the school principal.

2. The parent/guardian will not be required to state the reason for asking for the exemption.

3. The request for exemption may apply to all or specific state assessments administered to the student during the school year.

4. A request for exemption will be valid for one school year. Requests for exemption from state assessments in subsequent school years require a new written request.

5. Parents/guardians are encouraged to submit their requests for exemption at the earliest possible date each school year so that the district may plan accordingly.

Information to parents/guardians

Each school year at the earliest possible time, the district shall distribute information to students’ parents/guardians regarding the state and district assessments that the district will administer that year. This information shall also be posted on the district’s website.

The district shall also distribute a district assessment calendar to students’ parents/guardians at the earliest possible time each school year, and shall post the calendar on the district’s website.

At a minimum, the district assessment calendar shall include:

• an estimate of the testing hours required on each testing day; and

• whether the assessment is required by federal and/or state law or was selected by the district.

Adopted: August 19, 2015
Report Cards/Progress Reports

The academic progress of each student enrolled in the district shall be conveyed to parents and/or guardians on a quarterly basis, or more often, in a manner determined by the superintendent.

Student progress reports showing the grade achievement of each student shall be provided to parents, guardians or eligible students at the completion of each quarter while school is in session. In addition, at the midpoint of each grading period, a report shall be issued to the parents or guardian of each student who is in danger of failing a particular subject.

This does not preclude sending progress reports in the form of a commendation or utilization of additional appropriate means to enhance the reporting of student progress. Teachers, counselors and administrators are encouraged to contact parents or guardians by telephone, home visits or conferences to discuss student progress.

Except for the college entrance exam, results of the Colorado State Assessment Program shall be included on each student's final report card for that school year and made part of the student's permanent academic record. Results of the college entrance exam shall be included on each student's transcript. However, if a student retakes the exam at a later time at the student's expense, the student may request that the later results be placed on the transcript in place of the earlier results.

Supplementary progress reports

In the event of a significant drop in a student's classroom work at any time and particularly after mid-point in the grading period, the teacher shall send the parents or guardian a report regarding the regression in progress.

Adopted by the Board: April 1995
Revised by the Board: December, 2005

LEGAL REF.: C. R.S. 22-7-409 (1.9) (state assessment results included on student report card)
Homework

The district believes that homework helps students master concepts taught in the classrooms, develop good study habits, and homework is intended to help students become self-directing, independent learners.

Homework assignments shall support clearly-defined, classroom objectives and shall be used to reinforce and enhance school experiences. Homework assignments should meet individual needs, be of reasonable length, and receive follow-up recognition and/or evaluation. Homework can also be a home activity such as reading time where families can read and discuss books.

The purposes of homework

1. To complete unfinished classroom assignments
2. To accomplish independent work on research and action projects
3. To help students develop and improve effective study habits
4. To provide drill and practice in order to strengthen skills introduced in the classroom
5. To enrich and extend the enjoyable aspects of learning

The superintendent has developed procedures for homework including time guidelines by grade and basic principles teachers will utilize with regard to issuing homework.

Adopted by the Board: May 1995
Revised by the Board: December, 2005
Homework

Homework guidelines

Time guidelines (length of homework) for teachers in the assignment of homework are as follows:

1. Kindergarten 10 minutes per day (maximum of 4 times/week)
2. Grades 1-2 15 minutes per day (maximum of 4 times/week)
3. Grades 3-4 30 minutes per day (maximum of 4 times/week)
4. Grades 5-6 30 minutes per day (maximum of 4 times/week/course)
5. Grades 7-12 30 minutes per day (maximum of 4 times/week/course)

Basic principles to consider with regard to homework

1. Students should be taught how to study before they are expected to work independently.

2. The purpose of the homework assignment and its relation to what has been learned in the classroom must be clearly understood by the students.

3. Every homework assignment should have a valid purpose and should be reviewed and evaluated. Feedback to students regarding homework is essential.

4. Homework conditions and the material/human resources available should influence the quantity and type of homework assigned.

5. Teachers should take into consideration the age, school experiences and mental abilities of the students before making homework assignments. When possible, homework assignments should be individualized.

6. The instructions for homework assignments should be clear and specific so that the student can complete the assignment.

7. Students should not be expected to have homework five days a week and homework should normally not be assigned over holidays or when public schools are closed.

8. Middle school and high school teachers should attempt to coordinate homework assignments so as not to overload students on one given day.

Approved: May 1995R
Revised: December, 2005
Honor Rolls

In order to give recognition to students for scholastic accomplishment, an academic honor roll will be published at the end of each nine weeks for students in grades 6-12. The academic honor roll shall consist of:

1. Highest honors – all A’s
2. High honors – 3.5

Adopted by the Board: April 1995
Revised by the Board: December, 2005
Retention of Students

The majority of students can be expected to move through the adopted course of study at the rate of one grade per year. Retention is a matter demanding serious consideration by parents/guardians and the professional staff. Retention should be made if there are reasonable expectations that the student will profit from repeating a grade.

Retention of students should be proposed when the reason for unsatisfactory progress has been determined and there is reasonable assurance that retention will be beneficial by modifying and/or eliminating the problems encountered by the student.

Although retention may be recommended by any member of the professional staff or parents/guardians, it is primarily the teacher’s responsibility to evaluate and make a recommendation for retention. The teacher shall consult with the principal and parent/guardian in each case concerning retention. In the event of disagreement about the advisability of retention, the school principal shall make the decision.

Adopted by the Board: April 1995
Revised: December, 2005

CROSS REFS.:
Administration policies:
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IK, Academic Achievement
ILBA, District Program Assessments
ILBB, State Program Assessments
ILBC, Literacy and Reading Comprehension Assessments

Board policies:
EL-5, Commitment to Accomplishment and Accountability
EL-6, Educational Program
Graduation Requirements

State and district content standards

All students must meet or exceed state and district content standards prior to becoming eligible to graduate.

Credits needed

Graduation requirements are based upon credits earned in grades 9 through 12. In order to graduate, a minimum of 24 credits shall be necessary. In addition to the credits and beginning with the class of 2014, all students must demonstrate a “proficient” level, as defined by No Child Left Behind, on 9th and 10th grade CSAP in math, science, reading and writing.

OR

The student will participate in prescribed interventions in their targeted area(s) of deficiency, AND

Demonstrate “proficient” or above on NWEA Map Test

OR

Demonstrate proficiency on ACT (Composite 17***or above) or other standard assessment

A credit is defined as the amount of credit given for the successful completion of a course which meets five days per week for a minimum of 40 minutes daily for at least 36 weeks or the equivalent. Successful completion means that the student obtained a passing grade for the course.

Required credits/courses

A student shall be eligible for graduation from grade 12 upon completion of the following requirements:

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Four credits of English</td>
<td>4</td>
</tr>
<tr>
<td>3. Three credits of Science (Two lab based)</td>
<td>3</td>
</tr>
<tr>
<td>4. Four credits of Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>5. One credit of Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>6. One credit of Health</td>
<td>1</td>
</tr>
<tr>
<td>7. One half credit of Career Development</td>
<td>.5</td>
</tr>
<tr>
<td>8. Electives</td>
<td>7.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
</tr>
<tr>
<td>9. Community Service hours (40 hours)</td>
<td></td>
</tr>
</tbody>
</table>
Credit from other institutions and home-based programs

All students entering from outside the district must meet the district graduation requirements. The principal shall determine whether credit toward graduation requirements shall be granted for courses taken outside the district. Students who are currently enrolled in the district and wish to obtain credit from outside institutions, or through “online” programs, must have prior approval from the principal.

The district shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with district requirements and district academic standards, the district shall require submission of the student’s work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the district may administer testing to the student to verify the accuracy of the student’s transcripts. The district may reject any transcripts that cannot be verified through such testing.

Adopted by the Board: April 1995
Revised by the Board: March 25, 2008
Revised by the Board: June, 2010
Revised by the Board: May, 2011
Revised by the Board:

LEGAL REFS.:  
  Administration policies:
    AEA, Standards Based Education
    IA, Instructional Goals and Learning Objectives
    IHBG, Home Schooling
    IHCDA, Post-secondary Options/Concurrent Enrollment
    IK, Academic Achievement
    ILBA, District Program Assessments
    ILBB, State Program Assessments
    ILBC, Literacy and Reading Comprehension Assessments

  Board policy:
    EL-5, Commitment to Accomplishment and Accountability
District Program Assessments

The district uses national standardized student achievement tests to obtain information about the education progress of its students. However, a standardized testing program provides only one assessment of the educational achievement of students.

Test results may be compared to local, state and national norms. These results also provide an additional component to the evaluation of district educational programs. A profile of the achievement of an individual student provides the student, parents/guardians and teachers with information on academic growth to supplement that which is available through classroom tests or other means.

To the extent possible, the district’s program of assessment will accommodate students with disabilities or limited English proficiency so they can be included in the assessment.

To support the policy for the standardized testing program, the district recognizes that:

1. The district testing program, utilizing national standardized achievement tests, is only part of the district’s assessment and evaluation program.

2. The standardized testing program consists of a basic testing program in the areas of math, science, reading, language arts and social studies. Areas of testing vary according to grade level. In addition, a supplemental achievement testing program may be used for the more detailed diagnosis of individual students and to enrich the basic testing program.

3. An attempt is made to test all students annually with the exception of those excused by the superintendent or designated representative.

4. The results of standardized testing are used for analyzing district-wide curricula.

5. Ongoing orientation of district personnel regarding the use and interpretation of standardized testing data is necessary for proper utilization of the data.

6. Testing selection is based on the district’s curriculum to the extent possible.

7. The district’s standardized testing program is reviewed and evaluated every five years.
8. Scores for those students who have been in the district less than one semester are not included in district and school averages. These averages are available upon request.

9. Generally, students in self-contained special education classes take individually designed and administered achievement tests.

10. Each fall, district-wide results achieved by students at each grade level in relation to the national norms for the standardized test are presented to the Board of Education, the Accountability Advisory Committee and the public.

11. Principals of individual schools may discuss with parent groups the results achieved by their students in relation to district averages and national norms for the test.

As part of the school improvement planning process, schools shall develop an academic performance profile which indicates how well all students are performing relative to the district’s content standards measured against baseline achievement data. The analysis of student performance should indicate the number and percentage of all students attaining and exceeding the district’s performance standards at designated levels, as well as an analysis indicating any consistent patterns of low achievement or achievement discrepancies.

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

Adopted by the Board: prior to November 2004
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-7-102 (2)(b) (testing procedures)
C.R.S. 22-7-406, 407 (adoption of standards)

CROSS REFS.:  
*Administration policies:*
  - AEA, Standards Based Education
  - IL, Evaluation of Instructional Programs
  - ILBB, State Program Assessments
  - JLDAC, Screening/Testing of Students
  - LC, Relations with Education Research Agencies

*Board policies:*
  - EL-5, Commitment to Accomplishment and Accountability
  - EL-6, Educational Program
Literacy and Reading Comprehension Assessments
(Third Grade Literacy)

Reading readiness and literacy and reading comprehension shall be measured by an assessment instrument approved and identified by the State Board of Education. Additional assessments are encouraged and may be used at any time at the discretion of the teacher. An individual literacy plan shall be formulated for every student whose reading readiness or literacy and reading comprehension, as measured by the annual assessment, are below the level established by law. In the alternative, if the student is eligible, the student shall be enrolled in an intensive literacy program funded through the Read-to-Achieve Program.

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

Any individual literacy plan developed under this policy shall be formulated by the teacher and school administration in conjunction with the student’s parents/guardians. The plan shall include, but need not be limited to, the following:

1. Sufficient in-school instructional time to develop readiness, literacy and reading comprehension skills.

2. An agreement by the student’s parents/guardians to implement a home reading program that supports and coordinates with the effort at school.

3. Placement, if necessary, of the student in a summer reading tutorial program.

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

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

The district shall annually report to the Colorado Department of Education:

1. The number and percentage of students enrolled in third grade in the school district who read at or above the third grade level.
2. The number and percentage of students enrolled in the school district who have an individual literacy plan or are enrolled in the intensive literacy program.

3. The number and percentage of students enrolled in the school district who have increased their literacy and reading comprehension levels by two or more grades during one year of instruction.

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 22-7-501 et seq. (Colorado Basic Literacy Act)

CROSS REFS.:

*Board policies:*
- EL-5, Commitment to Accomplishment and Accountability
- EL-6, Educational Program
Teaching Methods

The district believes that the best available strategies and methods for bringing about learning should be utilized in the district’s schools. The instructional staff shall be expected to keep abreast of new and more promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the district’s schools.

An educational climate shall be established which shall be conducive to rational thought, free inquiry and respect for the dignity of the individual. Students shall be taught how to think rather than what to think and shall be provided the opportunity to identify, express and defend their opinions without penalty or fear of reprisal or ridicule.

Strategies and methods shall focus on the personalization of learning including appraisal of individual learning styles, abilities and disabilities; assessment of individual learning needs, and development, implementation and evaluation of individual learning programs.

It is recognized that on occasion a teaching method or strategy may be utilized which some parents/guardians may find objectionable. Parents/guardians are encouraged to discuss their concerns with the classroom teacher at the beginning of the school year or any other appropriate time.

Learning alternatives may be provided when a student’s parent/guardian determines that the student should not be exposed to the assigned methods, activities or presentations.

Nothing in this policy shall limit a parent/guardian’s right to file a complaint to challenge the use of a teaching method, activity or presentation.

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 22-32-109.2

CROSS REFS.: Administration policies:
IMBB, Exemptions from Required Instruction
KEF*, Public Concerns/Complaints about Teaching Methods, Activities or Presentations
Teaching about Controversial/Sensitive Issues

Controversial issues inevitably become part of the educational program and may provide students with free expression, exchange of ideas and viewpoints and foster critical thinking. Controversial issues, materials and topics, appropriate to the grade level, may be introduced in the classroom in accordance with procedures established by the superintendent.

Controversial issues are defined as those problems, subjects or questions about which there are significant differences of opinion, for which there are no easy resolutions, and discussion of which generally create strong feelings among people. Although there may be disagreement over what the facts are and what they mean, subjects usually become controversial issues because of differences in the values people use in applying the facts.

Controversy is inherent in the democratic way of life. It is essential, therefore, that the study and discussion of controversial issues have an important place in education for citizenship in a free society. Students can develop into free citizens with informed loyalty to democracy only through the process of examining evidence, facts and differing viewpoints; through the exercise of freedom of thought and moral choice, and through the making of responsible decisions. These procedures are as characteristic of and essential to a free society as authoritarian indoctrination is to totalitarianism.

Students have the right and need, under competent guidance and instruction, to study issues appropriate to their interest, experience, ability and age. Students must have access to relevant information and are obligated to examine carefully all sides of an issue. The student has the right to form and express personal points of view and opinions without jeopardizing the position in the classroom or in the school.

Teachers have the right and the obligation to teach about controversial issues. It is the teacher’s responsibility to select issues for study and discussion which contribute to the attainment of course objectives and the educational program established by the district and to make available to students materials concerning the various aspects of the issues. They also have the obligation to be as objective as possible and to present fairly the several sides of an issue. Although teachers have the right to express personal viewpoints and opinions, they do not have the right to indoctrinate students to those views. Controversial issues are to be presented with good judgment, keeping in mind the maturity and background of the students. The influence on values, attitudes and responsibility of the individual students must be considered in conjunction with the actual subject content.
Adopted by the Board: May 1995
Revised by the Board: December, 2005

CROSS REFS.:

*Administration policies:*
  ACD, Commitment to Religious Neutrality
  IJ, Instructional Resources and Materials

*Board policy:*
  EL-6, Educational Program
Teaching about Controversial Issues

Controversial issues, materials and topics may be introduced into classrooms provided:

1. They meet the goals and objectives of the course.
2. They are appropriately related to the topic currently being studied.
3. They are appropriate to the age and grade level of the student(s).
4. No attempt is made by the teacher, speakers or other person(s) to persuade or propagandize students to accept a particular point of view.
5. All sides of the issue are presented equally and fairly to the students.
6. The teacher receives approval of the building principal prior to presenting a planned program or lesson plan which is expected to be controversial.

Approved: May 1995
Revised: December, 2005
Exemptions from Required Instruction

If the religious belief and teachings of a student or parent/guardian are contrary to the content of a school subject or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent/guardian must present a written request for exemption to the school principal, stating the conflict involved.

If a student is unable to participate in a physical education class, the student must present to the school principal a statement from a physician stating the reason for the inability to participate.

Exemptions from required instruction do not excuse a student from the total semester hours required for graduation.

Adopted by the Board: May 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-25-106 (4)
C.R.S. 22-25-110

CROSS REFS.:
Administration policies:
ACD, Commitment to Religious Neutrality
IHAM, Health Education

Board policy:
EL-6, Educational Program
Flag Displays

Each building principal shall see that the United States flag is prominently and permanently displayed in each academic classroom when classes are in session. The flag displayed shall measure no less than either 12 X 18 inches if in a frame or 2 X 3 feet if on a flagstaff.

The United States and Colorado flags shall be displayed on a flagpole on the administration building or on the administration building grounds (or if none, on a flagpole on the principal school building or on that building’s grounds) at all times during days while school is in session except during inclement weather. The flag displayed shall measure no less than 3 X 5 feet in size.

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

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

Individuals shall have the right to reasonably display the flag of the United States on their own person or personal property as long as such display does not disrupt the educational process or cause a safety concern.

Adopted by the Board: November 22, 1994
Revised by the Board: June 27, 2006

LEG REFS.: C.R.S. 22-32-109(1)(s)(flag displays at administration buildings) C.R.S. 27-2-108(2)(3) and (4)(duty to display U.S. flag in classrooms) C.R.S. 27-2-108.5 (personal display of flag) 4 U.S.C. Section 7(position and manner of display)

CROSS REFS.: Administration policies:
JICA, Student Dress Code
JCC, School Displays

Trinidad School District #1, Trinidad, Colorado
Classroom Safety Instruction

Instruction in courses in industrial arts, science, health, homemaking, art, and physical education shall include and emphasize safety and accident prevention.

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

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

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

Adopted by the Board: December, 2005

CROSS REFS.:  
Administration policies:  
ADD, Safe Schools  
EBBA, Prevention of Disease/Infection Transmission

Board policy:  
EL-11, School Safety
Equal Educational Opportunities

Every student of this school district shall have equal educational opportunities through programs offered in the school district regardless of race, color, ancestry, creed, sex, sexual orientation, religion, national origin, marital status, disability or need for special education services.

This concept of equal educational opportunity shall guide the Board and staff in making decisions related to school district facilities, selection of educational materials, equipment, curriculum and regulations affecting students. The district shall make reasonable accommodations for students with identified physical and mental impairments that constitute disabilities, 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:


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 of tests, procedures and guidance and counseling materials for stereotyping and discrimination.

Notices of the provisions of this policy are covered by policy AC/Non-discrimination Equal Opportunity.

Adopted: May, 2010
LEGAL REFS.: 20 U.S.C.§1681 (Title IX of the Education Amendments of 1972)


U.S.C. § 701 et seq. (Section 504 of the Rehabilitation Act of 1973)

C.R.S. 2-4-401 (13.5) (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

ACE, Nondiscrimination on the Basis of

Disability JBA, Nondiscrimination of the Basis of

Sex JBB*, Sexual Harassment

NOTE: State law defines “sexual orientation” as “a person’s orientation toward heterosexuality, homosexuality, bisexuality, or transgender status or another person’s perception thereof.” C.R.S. 2-4-401(13.5).
Nondiscrimination on the Basis of Sex
(Compliance with Title IX)

1. Designation of responsible employee

The district has designated an individual as the responsible employee to coordinate school district compliance with Title IX.

The designee, the district's Title IX compliance officer, shall be responsible for continuing surveillance of district educational programs and activities with regard to compliance with Title IX and its administrative regulations, including the development of all necessary procedures and regulations.

The Title IX compliance officer shall annually notify all students of the district regarding the district’s policy and grievance procedure and of his or her name or title, office, address and telephone number. Notification shall be by posting and/or other means sufficient to reasonably advise all students.

2. Grievance procedure

All students shall have a ready means of resolving any claim of discrimination on the basis of sex in the educational programs or activities of the district. Grievance procedures for sexual harassment are set forth in JBB*-R. All other complaints regarding sexual discrimination shall be filed with the Title IX compliance officer.

A complaint may also be made to the Office of Civil Rights at any time before or during the district’s grievance procedures at: The Office of Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building, 1244 North Speer Boulevard, Suite 310, Denver, Colorado 80204.

3. Dissemination of policy

The superintendent shall notify applicants for admission, students, parents/guardians, sources of referral of applicants for admission, employees and applicants for employment that it does not discriminate on the basis of sex in the educational programs or activities which it operates and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation. See AC-E.

Adopted by the Board: December, 2005

LEGAL REFS.: 20 U.S.C. §1681 et seq. (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Title IX of the Education Amendments of 1972)

CROSS REF.:
Administration policy:
AC, Nondiscrimination/Equal Opportunity
Nondiscrimination on the Basis of Sex
(Compliance Officer)

The district’s Title IX compliance officer is:

Julie Sumpter, Executive Director of Learning Services
215 S. Maple Street
Trinidad, CO 81082
719-845-2053

Adopted: May, 2010
Sexual Harassment

The Board recognizes that sexual harassment can interfere with a student's academic performance and emotional and physical well-being and that preventing and remedying sexual 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 is a violation of the laws that prohibit sex discrimination.

District's commitment

The district is committed to maintaining a learning environment that is free from sexual harassment. It shall be 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 harassment or participates in a harassment investigation.

The district shall investigate all indications, informal reports and formal grievances of sexual harassment by students, staff or third-parties and appropriate corrective action shall be taken. Corrective action includes taking all reasonable steps to end the harassment, to make the harassed student whole by restoring lost educational opportunities, to prevent harassment from recurring and to prevent retaliation against anyone who reports sexual harassment or participates in a harassment investigation.

Sexual harassment prohibited

Unwelcome sexual advances, requests for sexual favors, or other verbal, non-verbal or physical conduct of a sexual nature may constitute sexual harassment, even if the harasser and the student being harassed are the same sex and whether or not the student resists or submits to the harasser, when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's participation in an education program or activity.

2. Submission to or rejection of such conduct by a student is used as the basis for education decisions affecting the student.

3. Such conduct is sufficiently severe, persistent or pervasive such that it limits a student's ability to participate in or benefit from an education
program or activity or it creates a hostile or abusive educational environment. For a one-time incident to rise to the level of harassment, it must be severe.

Any conduct of a sexual nature directed by a student toward a staff member or by a staff member to a student is presumed to be unwelcome and shall constitute sexual harassment.

Acts of verbal or physical aggression, intimidation or hostility based on sex, but not involving conduct of a sexual nature may also constitute 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 implications.
4. unwelcome touching, such as patting, pinching or constant brushing against the body of another.
5. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades or similar personal concerns.

Legitimate non-sexual touching or other non-sexual conduct is not sexual harassment.

**Reporting, investigation and sanctions**

Sexual harassment cannot be investigated or corrected by the district until the district is made aware of such harassment. Therefore, students are encouraged to report all incidences of sexual harassment to either a teacher, counselor or principal in their school building and file a formal grievance, through the complaint process (AC-R). All reports and indications from students, district employees and third parties shall be forwarded to the compliance officer.

If the alleged harasser is the person designated as the compliance officer, an alternate compliance officer will be appointed by the superintendent to investigate the matter.
All matters involving sexual harassment reports shall remain confidential to the extent possible as long as doing so does not preclude the district from responding effectively to the harassment or preventing future harassment. Filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect grades.

In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred shall be investigated.

Any student found to have engaged in sexual harassment shall be subject to discipline, including, but not limited to, being placed under a remedial discipline plan, suspension or expulsion, subject to applicable procedural requirements and in accordance with applicable law. Conduct of a sexual nature directed toward students shall, in appropriate circumstances, be reported as child abuse for investigation by appropriate authorities in conformity with policy JLF.

Notice and training

Notice of this policy shall be circulated annually to all district schools and departments and incorporated in all student handbooks.

All students and district employees shall receive periodic training related to recognizing and preventing sexual harassment. District employees shall receive additional periodic training related to handling reports of sexual harassment.

Adopted: June 2010

LEGAL REF.: 20 U.S.C. 1681 et seq. (Title IX of the Education Amendments of 1972)

CROSS REF.: AC, Nondiscrimination/Equal Opportunity
Trinidad School District #1

Sexual Harassment
(Grievance Procedure)

1. Students who believe they have been subject to sexual harassment will report the incident to any teacher, counselor or principal in their school building or to the Superintendent, who will be referred to as the grievance officer. All reports received by teachers, counselors, principals or other district employees will be forwarded to the grievance officer. If the alleged harasser is the person designated as the grievance officer, an alternate grievance officer will be appointed by the superintendent to investigate the matter.

2. Upon receiving a report, the grievance officer will confer with the student who has allegedly been harassed as soon as is reasonably possible, but in no event more than 2 school days from receiving the report, in order to obtain a clear understanding of the basis of the complaint and to discuss what action the student is seeking. The student’s parents/guardians will also be contacted and kept informed regarding progress of the investigation.

3. At the initial meeting with the student, the grievance officer will explain the avenues for informal and formal action and provide a description of the grievance procedure. The grievance officer will also explain that whether or not the student files a formal grievance or otherwise requests action, the district is required by law to take steps to correct the harassment and to prevent recurring harassment or retaliation against anyone who makes a harassment report or participates in an investigation. The grievance officer will also explain to the student that any request for confidentiality will be honored so long as doing so does not preclude the school from responding effectively to the harassment and preventing future harassment.

4. Following the initial meeting with the student, the grievance officer will attempt to meet with alleged harasser and his or her parents/guardians in order to obtain a response to the reported harassment and will investigate the matter in accordance with policy JBB*. The grievance officer will complete the investigation within 14 school days of the initial meeting with the student.

5. Within 7 school days of completing the investigation, the grievance officer will determine whether the matter should proceed formally or informally. On the basis of the grievance officer’s investigation and if the student requests that the matter be resolved in an informal manner and the grievance officer agrees that the matter is suitable for such resolution, the grievance officer may attempt to resolve the matter informally through conciliation.
6. If the student requests a formal grievance process, the grievance officer will transfer the record to the superintendent or designee for formal resolution within 7 school days of completing the investigation, and so notify the parties by certified mail.

7. After reviewing the record made by the grievance officer, the superintendent or designee may gather additional evidence necessary to decide the case. Within 14 school days of receiving the record, the superintendent or designee will announce any sanctions or other action deemed appropriate, including recommendations to the Board for disciplinary or other action.

8. Whether or not a formal grievance was filed, the district will take all reasonable steps necessary to end the harassment, to make the victim whole by restoring lost educational opportunities, to prevent harassment from recurring and to prevent retaliation against anyone that reports sexual harassment or participates in a harassment investigation.

9. All parties, including the parents/guardians of all students involved, will be notified by the superintendent of the final outcome of the investigation and all steps taken by the district.

10. At any time, the student making a report of sexual harassment may request an end to the informal process and begin the formal grievance process.

Approved: December 2005
Compulsory Attendance Ages

The district believes that attendance is a key factor in student achievement. Thus, any absence from school represents an educational loss to the student.

Each year, the Board establishes a school calendar specifying the days schools are in session and on which students are expected to attend. In accordance with state law, every child who has attained the age of six years on or before August 1 of each year and is under the age of 17 is required to attend public school with such exceptions as provided by law. It is the parents’ responsibility to ensure attendance.

The courts may issue orders against the child, child’s parent, or both compelling the child to attend school or the parent to take reasonable steps to assure the child’s attendance. The order may require the parent, child, or both to follow an appropriate treatment plan that addresses problems affecting the child’s school attendance and that ensures an opportunity for the child to obtain a quality education.

Procedures shall be established in order to annually notify all parents of this policy, including the parents enrolling children during the school year. Each parent will be asked to acknowledge awareness of this policy and the obligation to have their students in school.

Adopted by the Board: February 1985
Revised by the Board: December 1995
Revised by the Board: June, 2007
Revised by the Board: June, 2008

LEGAL REFS.: C.R.S. 22-33-104
  C.R.S. 22-33-104.5
  C.R.S. 22-33-107
  C.R.S. 22-33-108

CROSS REF.:
  *Board policy: EL-8, School Year Calendar*
Entrance Age Requirements

Students entering kindergarten must have reached the age of five years on or before June 1 prior to the school year in which they enroll. Younger students may be accepted if transferring from a public school kindergarten program and if the principal or designee determines that placement of the student in kindergarten is appropriate.

Students entering first grade must have reached the age of six years on or before June 1 prior to the school year in which they enroll. Younger students may be accepted if transferring from a first grade in another public school and if the principal or designee determines that placement of the student in first grade is appropriate.

Acceptable documentary evidence of birth shall be a birth certificate, hospital certificate, physician’s certificate or baptismal/church certificate.

Adopted by the Board: April 1995
Revised by the Board: December 13, 2005

LEGAL REFS.: C.R.S. 22-1-115
C.R.S. 22-32-119
C.R.S. 22-54-103(10) (a) (IV) (sets October 1 date)

CROSS REF.:
Administration policy:
JEA, Compulsory Attendance Ages
Entrance Age Requirements

The requirements for age certification should be publicized by school officials whenever registration information is given, whether it is at school or through the newspaper.

When students (at the level requiring age certification) register at the school for the first time, the following procedure will be adhered to:

1. When students register with an acceptable documentation of age certification, the school official responsible shall record on the prepared student record the type of age verification received. Acceptable documentation shall include birth certificates, church records and other official documents.

2. When students register without acceptable documentation of age certification, they shall be admitted provided that they submit an acceptable age verification document to the school office within 14 days.

The following process will be followed if an acceptable document is not produced within 14 days:

1. The principal or designee should direct a letter to the parent(s) stating that if an acceptable Document (list acceptable documents) is not presented to the school within 30 days, the district will have no choice but to deny admission to the child based on Colorado law. Failure to meet the requirements of age is grounds for denial of admission to a public school.

2. Should the above letter not produce the desired document, the principal or designee should remove the child from school until appropriate documentation is provided.

Approved: April 1995
Revised: December 2005

CROSS REF.:
Administration policy:
JF, Admission and Denial of Admission
Admission and Denial of Admission

Admission

All persons age 5 and under 21 who have not graduated from high school or received any document evidencing completion of the equivalent of a secondary curriculum (G.E.D.), and reside within the boundaries of this school district may be permitted to attend public schools without payment of tuition. In addition, legal residents of the State of Colorado who do not reside in the district may be admitted under Board policies relating to nonresident students or by specific action of the Board.

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

Except as otherwise provided by state law concerning enrollment of students in out-of-home placements, students new to the district shall 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 shall 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 shall be revoked. The student's parent/guardian shall be provided with written notice of the denial of enrollment. The notice shall inform the parent/guardian of the right to request a hearing.

Students shall be urged to have a physical examination and to submit a report from the examining physician on a form provided by the district prior to enrollment.

Denial of admission

The Board of Education or the superintendent may deny admission to the schools of the district in accordance with applicable law. (See Regulation JF-R and Exhibit JF-E.)

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 inasmuch as the same section of the law governs these areas.

**Nondiscrimination**

The Board, the superintendent, other administrators and district employees shall not unlawfully discriminate based on a student’s race, color, national origin, ancestry, creed, religion, sex, sexual orientation, marital status, disability or need for special education services in the determination or recommendation of action under this policy.

Adopted: June, 2010

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. §22-32-109 (1)(I) (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)
CROSS REFS.: JEB, Entrance Age Requirements

JKD/JKE, Suspension/Expulsion of Students

JLCB, Immunization of Students
Admission and Denial of Admission

According to the Colorado Revised Statutes 22-33-106 (2), subject to the district’s responsibilities under The Exceptional Children’s Education Act (see policy JK-2, Discipline of Students with Disabilities), the following shall be grounds for expulsion from or denial of admission to a public school or diversion to an appropriate alternate program.

1. Physical or mental disability such that the child cannot reasonably benefit from the programs available.

2. Physical or mental disability or disease causing the attendance of the child suffering therefrom to be inimical to the welfare of other students.

According to C.R.S. 22-33-106 (3) (a-f), the following shall constitute additional grounds for denial of admission to a public school:

1. Graduating from the 12th grade of any school or receipt of any document evidencing completion of the equivalent of a secondary education.

2. Failure to meet age requirements.

3. Having been expelled from any school district during the preceding 12 months.

4. Not being a resident of the district unless otherwise entitled to attend under C.R.S. 22, Articles 23 (migrant children) or 32 (exclusion of non-residents).

5. Failure to comply with the provisions of Part 9, Article 4, Title 25, C.R.S. (immunizations requirements). Any suspension, expulsion or denial of admission for such failure to comply shall not be recorded as a disciplinary action but may be recorded with the student’s immunization record with an appropriate explanation.

6. Behavior in another school district during the preceding 12 months that is detrimental to the welfare or safety of other pupils or of school personnel.

According to C.R.S. 22-33-106(4)(a), 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 constitute a crime against property.

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

Adopted: December 2005
Delegation of Custodial Power by Parent or Guardian

The undersigned, being the parent or guardian of ____________________________, a minor child residing within the boundaries of ______________________________________________ SCHOOL DISTRICT ________, pursuant to Colorado Revised Statutes, Section 15-14-105, does hereby designate and appoint ________________________________________________, whose address is _____________________________________________, as his true and lawful attorney-in-fact for a period not exceeding nine months from the date hereof, and conferring upon said attorney-in-fact powers limited to the following:

Any and all power the undersigned may have regarding the care, custody or property of said minor child or ward, except the undersigned’s power to consent to marriage or adoption of said minor child or ward, specifically including but not by way of limitation of this power the authority to make all decisions, consents, approvals and authorizations as may be required, appropriate or convenient in connection with said minor child’s education in the public schools operated by ________________________________________________SCHOOL DISTRICT ________.

Dated this ___________ day of __________________, 20_____.

__________________________________________
Parent or guardian

SUBSCRIBED AND SWORN to before me this __________ day of __________________, 20______, by ____________________________.

Witness my hand and official seal.

My commission expires: ________________________________________________

__________________________________________
Notary public
Continuing Enrollment of Students Who Become Nonresidents

Resident elementary students who become nonresidents

Students enrolled in elementary school who become nonresidents during or between school years may remain enrolled in or re-enroll in the elementary school subject to the following requirements:

1. The student was included in the district’s most recent October 1 student enrollment count and has been enrolled continuously in elementary school since the count was taken.

2. The parent/guardian has submitted a written request to the principal asking for the student to remain enrolled or to re-enroll in the school.

3. The request has been approved by the principal after a determination that space exists in the school to accommodate the student.

Once the elementary student’s request is approved, the student may enroll or re-enroll in the requested school as long as he or she enrolls prior to the October count date. The district shall enter into a written agreement with the student’s district of residence. However, this agreement will not contain any requirement that the district of residence or the parent/guardian pay tuition nor shall either district be required to provide transportation.

Resident secondary students who become nonresidents

Secondary students who become nonresidents during the school year may remain enrolled through the semester at the student’s current school. Students enrolled in the twelfth grade may finish the school year at the current school.

Adopted: December 2005

LEGAL REFS.: C.R.S. 22-32-115 (tuition to another district)
C.R.S. 22-32-116 (students who become nonresidents)
C.R.S. 22-33-103 (parent not required to pay tuition if resident of Colorado)

CROSS REF.: Administration policies:
JFABA, Nonresident Tuition Charges
JFBB, Inter-District Choice/Open Enrollment

Board policy:
EL-10, Student Conduct, Discipline and Attendance
Nonresident Tuition Charges

The parents/guardians of Colorado students who are not residents of this school district shall not be charged tuition. Enrollment of these students shall be decided in accordance with the policy on inter-district choice/open enrollment.

However, the district may enter into a written agreement with any student’s district of residence under which the district of residence agrees to pay tuition to allow the student to attend school within the district as long as the student is not a continuing enrolled student pursuant to policy.

When a nonresident student with a disability enrolls and attends school in this district, the district shall provide notice to the student’s district of residence. The student’s district of residence shall be responsible for paying the tuition charge for educating the student in accordance with state laws and regulations. The amount of the tuition shall be determined pursuant to the rules developed by the Colorado Department of Education.

Out-of-state students who wish to attend school in this district shall be charged tuition in accordance with the rates established by the district annually.

The superintendent is responsible for considering any requests from parents/guardians for exceptions to this policy. The superintendent shall determine whether to consider the request and, if the superintendent deems consideration appropriate, shall make a determination on the merits of the request.

Adopted: December 2005

LEGAL REFS.: C.R.S. 15-14-104 (delegation of custodial power)
C.R.S. 22-1-102 (2) (defines "resident")
C.R.S. 22-20-109 (tuition provisions for special education students)
C. R.S. 22-23-105 (residence of migrant children)
C.R.S. 22-32-113 (1)(b), (c) (transportation of students)
C.R.S. 22-32-115 (tuition to another district)
C. R. S. 22-33-103 (parent not required to pay tuition if resident of Colorado)
C.R.S. 22-33-106 (3) (grounds for denial of admission)

CROSS REFS.:
Administration policies:
JFAB, Continuing Enrollment of Students Who Become Nonresidents
JFABD, Homeless Students
JFBB, Inter-District Choice/Open Enrollment

Board policy:
EL-9, Treatment of Students, Parents and Community
Homeless Students

It is the Board's intent to remove barriers to the enrollment and retention of homeless students in school in accordance with state and federal law. The district shall take reasonable steps to ensure that homeless students are not segregated or stigmatized and that decisions are made in the best interests of the student.

Each homeless student shall be provided services for which the student is eligible, comparable to services provided to other students in the school, regardless of residency, including transportation services, education services, career and technical education programs, gifted and talented programs, and school nutrition programs.

Homeless students shall be provided access to education and other services that they need to ensure that they have an opportunity to meet the same student performance standards to which all students are held. All educational decisions shall be made in the best interests of the student.

The district shall coordinate with other districts and with local social services agencies and other agencies or programs providing services to homeless students as needed.

The superintendent shall designate at least one staff member in the district to serve as the homeless student liaison and fulfill the duties set forth in state and federal law.

Decisions on enrollment and transportation for homeless students shall be made in accordance with regulation JFABD-R.

NOTE 1: The term "homeless children" is defined in federal law to include the following:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned
buildings, substandard housing, bus or train stations, or similar settings; and migratory children who are living in circumstances described above.

NOTE 2: While the definition of homeless children in Colorado law closely tracks the definition in federal law, the federal law contains the following language which is NOT found in the Colorado law:

- "sharing the housing of other persons due to lack of housing, economic hardship or a similar reason"
- "trailer parks"
- "substandard housing"

Colorado school districts that receive federal funds are required to follow the more inclusive federal definition.

Adopted: December, 2005

LEGAL REFS.: 42 U.S.C. §11431 et seq. (McKinney Homeless Assistance Act, as amended by No Child Left Behind Act of 2001)

C.R.S. 22-1-102.5 (definition of homeless child)

C.R.S. 22-32-109 (1)(dd) (duty to adopt/revise policies to remove barriers to access and success in schools for homeless children)

C.R.S. 22-33-103.5 (attendance of homeless children)

C.R.S. 26-5.7-101 et seq. (Homeless Youth Act)
Homeless Students

Homeless student liaison

The liaison appointed by the superintendent shall work to identify homeless children and facilitate each homeless child’s access to and success in school. By October 1 of each year, the liaison shall report the number of homeless students enrolled in the school district to the Colorado Department of Education.

The primary functions of the liaison shall be to mediate disputes concerning school enrollment, assist in making transportation arrangements, assist in requesting the student’s records, provide information and give referrals on services and opportunities, and assist any homeless child who is not in the custody of a parent or guardian with enrollment decisions.

Enrollment

A homeless student is deemed to reside, and may enroll and attend school in:

- the district where the child is presently located, or
- the district in which the student attended school previous to becoming homeless.

Enrollment shall be immediate even if the student lacks records routinely required prior to enrollment. The school shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible the district shall seek immunization through no- or low-cost health care providers. If an expense is incurred, the district shall seek reimbursement through Medicaid if possible.

If a homeless student becomes permanently housed outside the district during the school year, the student shall no longer be considered homeless and may only continue enrollment in the district for the remainder of the school year.

Tuition

Students defined in state and federal law as homeless children shall be admitted without payment of tuition.

Enrollment determination

1. Scenario One
   - student enrolled in this district
   - becomes homeless
   - remains located in this school district
If a district student becomes homeless, but remains located in this school district, the student shall continue to attend school in his or her school.

If the student is no longer located in the attendance area of the school he or she previously attended, the liaison shall meet with the student and the student’s parent/guardian, if the student is in the custody of the parent/guardian, to determine which district school would best meet the student’s educational and other services needs, taking into account the wishes of the student and the parent/guardian, the feasibility of keeping the student in his or her previous school, and the student’s transportation needs related to various enrollment options.

2. Scenario Two

- student enrolled in another school district
- becomes homeless
- is presently located in this school district
- seeks to enroll in the district previously attended

If a student becomes homeless and is presently located in this school district, but seeks to enroll in the district he or she previously attended, the previous school district shall determine enrollment.

If this school district has knowledge that a homeless student is presently located in this school district but seeks to enroll in the school district he or she previously attended, this district’s homeless student liaison shall assist the student in accessing enrollment in the previous school district, work with the homeless student liaison in the previous school district to mediate disputes concerning enrollment, assist in making transportation arrangements, assist in requesting/sending the student’s records, provide information and give referrals on services and opportunities, and assist any homeless student who is not in the custody of a parent or guardian with enrollment decisions.

3. Scenario Three

- student who previously attended school in this district
- becomes homeless
- is presently located outside of this school district
- seeks to enroll in this school district

If a student who previously attended school in this district becomes homeless and is presently located outside of this school district, but seeks to enroll in this school district, the superintendent (or designee) shall make a reasonable determination as to whether the student should be enrolled in this district or the district where the student is presently located.
In making the reasonable determination, the superintendent (or designee) shall consult with:

- the homeless student, or the homeless student’s parent/guardian if the student is in the custody of a parent/guardian, and

- the homeless student liaison for this district and the liaison for the district where the student is presently located

The superintendent (or designee) shall consider all relevant factors in making the reasonable determination including but not limited to:

- the best interests of the homeless student
- to the extent feasible, keeping the homeless student in this district
- the wishes of the student and the student’s parent/guardian if the student is in the custody of a parent/guardian

- the student’s transportation needs related to various enrollment options (the district where the student is located and the district where the student will attend school must either agree on a method to apportion cost and responsibility for the student’s transportation or share the cost and responsibility equally

- which school district can best meet the student’s educational and other services needs

4. Scenario Four
   - student who has never attended school in this district
   - becomes homeless
   - is presently located in this school district
   - seeks to enroll in this district

If a student who has never attended school in this district becomes homeless and is presently located in this school district and seeks to enroll in this district, the student shall be enrolled. This district’s liaison shall meet with the student and the student’s parent/guardian, if the student is in the custody of the parent/guardian, to determine which district school would best meet the student’s educational and other services needs, taking into account the wishes of the student and the parent/guardian, and the student’s transportation needs related to various enrollment options.

**Notice of determination and appeal**

The superintendent (or designee) shall hand deliver to the student a written notice of the district’s determination and of the right to appeal, and provide a copy to the liaison. If the superintendent or designee determines that the homeless student shall
attend a school other than the student’s previous school or a school other than the one requested by the student’s parent or guardian, the superintendent or designee shall also provide written explanation regarding that decision to the parent/guardian and provide a copy to the liaison.

**Enrollment disputes**

If an enrollment dispute arises between the student’s custodial parent/guardian (or the student not in custody of a parent/guardian) and the district, the student shall be immediately enrolled in the school selected by the parent/guardian or student until the dispute is resolved.

The parent/guardian (or student, if applicable) may appeal an enrollment determination made by this district to the district’s homeless student liaison within 10 days after receiving the written determination and notice of right-to-appeal.

The liaison shall issue a written decision on the dispute within 10 days of the receipt of the appeal and hand deliver a written decision and notice of right-to-appeal to the Board of Education to the parent/guardian (or student, if applicable).

Within 10 days of delivery of the liaison’s decision and right-to-appeal notice, the parent/guardian (or student, if applicable) may appeal the decision to the Board of Education.

The Board shall issue a written decision on the dispute within 30 days of the receipt of the appeal and hand deliver the written decision and notice of right-to-appeal to the State Coordinator for the Education of Homeless Children and Youths to the parents/guardian (or student, if applicable). The decision of the State Coordinator shall be final.

*Note*: The law does not specify a local appeals process beyond an appeal to the liaison. However, we feel it is appropriate that the matter go before the Board of Education prior to an appeal to the State Coordinator. The Board may wish to hear such appeals directly or assign a hearing officer or appeals panel for this purpose. The Board has discretion as to what timeline is appropriate for the local appeals process.

**Transportation**

Subsequent to a determination that the student shall attend a school in this district, a request for transportation may be made by the student, or by the student’s custodial parent/guardian. If the student is located in the district, the district shall provide or arrange for the student’s transportation to and from school in accordance with district transportation policies. All transportation services shall be comparable to those provided for other students in the district. If the student is located outside of the district but a determination has been made that the student shall attend school in the district, both this district and the district
where the student is located must either agree on a method to apportion cost and responsibility for the student’s transportation or share the cost and responsibility equally.

Approved: December 13, 2005
Inter-District Choice/Open Enrollment

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

Any nonresident student who wishes to attend school within this district shall first make application to the superintendent for permission to attend. Such application shall be made prior to October 1 of the year in which the student wishes to attend.

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

In providing for admission of nonresident students, the school district shall 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 October 1.

Before considering requests for admission from nonresidents, priority shall be given to resident students who apply under the district’s open enrollment/transfer plan.

Any student enrolled pursuant to this policy shall 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 enroll pursuant to this policy shall be furnished by their parents/guardians to a bus 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 handicapped/special education buses and routes).

Homeless and disabled students shall 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.
Nondiscrimination

The superintendent, other administrators and teachers shall not make any distinction on account of race, color, sex, religion, national background, marital status, disability or handicap of any student who may be in attendance or who seeks admission to any school maintained by the district in the determination or recommendation of action under this policy.

However, the district reserves the right to restrict enrollment requests if such requests begin to significantly affect the ethnic balance of a school.

Special education

Requests from the parents/guardians of special education students for admission shall be considered in accordance with applicable state and federal laws. The student’s current Individual Education Plan (IEP) shall be used to determine if the requested school or program can meet the student’s needs. Once the student is admitted, the district shall conduct a staffing to update the IEP.

Waiver requests

The superintendent shall consider any request from parents/guardians alleging violation of a district policy.

Adopted: April 1995
Revised: December, 2005

LEGAL REFS.: C.R.S. 15-14-1 04 (delegation of custodial power)
   C. R. S. 1 9-1-115.5 (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. 22-20-109 (tuition for special ed services)
   C. R.S. 22-32-1 13 (1 )(c) (transportation of students residing in another district) C.R.S. 22-32-1 15 (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. 22-32-1 15 (4) (a) (district is not liable for tuition except pursuant to written agreement)
   C.R.S. 22-32-1 16 (if become non-resident may finish semester, if in 12th grade or may finish year, special rules for elementary students)
   C1.R.S. 22-33-103 (any resident may attend district school w/o payment of tuition, tuition can be paid by district of resident 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. 22-54-1 03 (10) (definition of pupil enrollment as of Oct. 1) 1 OCR 301-1, Rule 3.02 (l)(j) (opportunities and options for choice)

CROSS REFS.:
Administration policies:
JFAB, Continuing Enrollment of Students Who Become Nonresidents
JFABA, Nonresident Tuition Charges
JFABD, Homeless Students
Inter-District Choice/Open Enrollment

The district will consider admission requests from Colorado students who do not reside within the boundaries of the school district but who wish to attend a particular school or program within the district in accordance with the following regulations:

1. **Determination of residency**

   Any questions about a student’s residency status must be resolved prior to application for admission. These regulations apply to all Colorado students who do not reside within the boundaries of the school district.

2. **Requests for admission**

   Requests for admission as a nonresident student must be initiated by the parent/guardian by filing the approved form with the principal of the school which the student wishes to attend (receiving school) prior to September 1 for enrollment in the academic year.

   Forms will be available in every school building and in the central administrative office. The principal will explain to the parent/guardian the procedures used to process admission requests.

   Students must submit an admission request in accordance with these regulations for each school or program requested within the district. Each principal will maintain a file of all enrollment requests received from nonresidents. A copy will be forwarded to the central office for district-wide data collection purposes.

   The receiving school principal will make the decision as to whether an application is accepted or rejected based on criteria established in state law and Board policy and regulations. The receiving school principal will be responsible for notifying the parent/guardian and student of approval or disapproval of an admission request no later than September 15.

   Approval of a request to enroll in the district will be conditioned on compliance with each of the following:

   a. Actual enrollment and attendance prior to October 1 of the following academic year.
   b. Receipt of all applicable records.
   c. Satisfaction of all district requirements for admission.

   In the event any information is falsified or withheld from the district during the admission process, approval for admission will be withdrawn immediately.

   Those students who apply for admission who are not accepted at the time of application will be placed on a waiting list in the order in which the applications
are received and will be considered for approval at a later date if space becomes available. The waiting list will be maintained until October 15 of each year, after which a new listing will be developed for the next 12 months.

3. **Grounds for denial of admission**

Grounds for denial of admission to a nonresident student who otherwise complies with the district’s policies and procedures are limited to the following:

a. There is a lack of space or teaching staff in a particular program or school requested, in which case priority will be given to resident students applying for admission to the program or school.

b. The school requested does not offer appropriate programs or is not structured or equipped with the necessary facilities to meet special needs of the student or does not offer the particular program requested.

c. The student does not meet the established eligibility criteria for participating in a particular program including age requirements, course prerequisites and required levels of performance.

d. A desegregation plan is in effect for the school district, and denial is necessary in order to enable compliance with the desegregation plan.

e. The student has been expelled from any school district in the preceding 12 months or is in the process of being expelled because of habitually disruptive behavior (as defined in law) or for committing a serious offense for which expulsion is mandatory.

f. The student has demonstrated behavior in another school district during the preceding 12 months that is detrimental to the welfare or safety of other students or of school personnel.

g. The student has graduated from the 12th grade of any school or is in receipt of a document evidencing completion of the equivalent of a secondary curriculum.

4. **Criteria to determine availability of space or teaching staff**

Enrollment requests are subject to space availability in the school requested contingent upon district class size guidelines and subject availability as determined by the receiving principal taking enrollment projections into consideration. Students whose enrollment requests have been approved will be assigned to classrooms on the basis of available staff and support services as well as the best use of classroom space.

Requests for enrollment in particular programs will take into consideration the applicant’s qualification for the program.

Admission granted to one child in a family will not necessarily support enrollment of another child in the family.
5. Athletics

Nonresident students who enroll within the district in accordance with this policy will have the same curricular and extracurricular status as all other students attending the school, limited only by rules of the Colorado High School Activities Association (CHSAA).

Eligibility for participation in interscholastic athletics will be determined in accordance with CHSAA rules.

6. Continuing enrollment criteria

Any student enrolled pursuant to this policy shall be allowed to remain enrolled in the school or program through the end of the school year unless:

a. the student is expelled from the school or program
b. the student’s continued participation in the school or program requires the district to make alterations in the structure of the school or to the arrangement or function of rooms
c. there is a lack of space or teaching staff
d. the school does not offer appropriate programs or is not equipped to meet the special needs of the student
e. the school does not offer a program requested by the student
f. the student does not meet established eligibility criteria
g. a desegregation plan is in effect and denial of continued enrollment is necessary to comply with the plan

7. Appeal procedure

Should a request for admission be denied, the parent/guardian will be advised by the principal that they may appeal the denial by contacting the superintendent.

The principal shall immediately submit the reason for denial of the request and the parent/guardian’s request to the administrator considering the appeal. The administrator will review the parent/guardian’s request and the principal’s decision and then make a determination.

Upon request of either the principal or parent/guardian, the superintendent will review the decision of the administrator. Upon request, the Board of Education will review the decision of the superintendent.

Adopted: December, 2005
Student Withdrawal from School/Dropouts

The Board recognizes and promotes the importance of obtaining a high school diploma, as a diploma assists students to lead healthy and productive lives after graduation. Those youth who withdraw from school and prepare to face life with less than a high school education will have a much more difficult time entering the workforce or pursuing other goals. Therefore, the Board strongly urges every teacher, guidance counselor, principal, parent and citizen to exert all the influence which he/she can command to keep all district students in school through high school graduation.

Principals, teachers and guidance counselors are encouraged to make dropout prevention a priority through personal contacts with students and specialized programs. The goal is to enable those students who are considering dropping out or have dropped out of school to return and resume their programs with a minimum degree of disruption.

To emphasize the importance of a high school diploma and to encourage students to reconsider their decision to withdraw from school, the district shall notify the student’s parent or parents, or legal guardian or custodian in writing, when the district has knowledge that a student has dropped out of school. Such written notification shall be in accordance with this policy’s accompanying regulation. For purposes of this policy, “dropout” shall have the same meaning as defined by the rules of the State Board of Education.

Adopted: May, 2010

LEGAL REFS.: C.R.S. 22-2-114.1 (dropout rate reporting)  
C.R.S. 22-14-108 (written notice of dropout status)  
C.R.S. 22-33-104 (compulsory school attendance)

C.R.S. 22-33-203 and 204 (services for expelled and at-risk students) 1 CCR 301-67, Rule 2.01 (7) (definition of “dropout”)

CROSS REF.: IKF, Graduation Requirements
NOTE: Colorado school districts are required by law to adopt a regulation on this subject and the law contains some specific direction as to the content or language. This sample addresses the notification and timeline requirements and adds some additional suggestions that are not required by law. The district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Student Withdrawal from School/Dropouts

When a student is identified by the staff as a potential or immediate dropout, the following procedure is to be implemented:

1. The student and a school counselor will meet for the purpose of discussing the reason(s) for leaving school and the student’s plans for the future.

2. The counselor and the student’s teachers will meet to discuss the student’s present scholastic standing.

3. The student, his/her parents, guardian or legal custodian, the counselor and the principal or designee will review all pertinent information and give their recommendations.

If, after the above procedure has been followed, the student remains firm on his/her intention to leave school, a final meeting will be scheduled between the student and the counselor to discuss those educational and occupational alternatives available to the student. The discussion will include, but not be necessarily limited to, the following subjects: (1) equivalency diploma; (2) adult education classes; (3) correspondence courses; and (4) available skill training programs. In addition, work-study programs will be explored.

When the student has been a dropout for 10 school days, an attempt shall be made by the school counselor to meet with the student and the student’s parent(s)/legal guardian/custodian for a re-evaluation of the student’s decision to leave school, with the option offered to return to school at this time as a student in good standing, depending upon the student’s willingness to make up missed scholastic assignments.

When a student has been a dropout for 15 school days, the principal or designee shall send a written notice to the student’s parent(s)/legal guardian/custodian. At a minimum, the written notice shall include notification of the student’s dropout status and an explanation of the educational alternatives available to assist the student in re-engaging in school. Such written notice shall be sent even if the student is not subject to the compulsory attendance laws, i.e. those students 17 years of age or older. The written notice may also include, but not be limited to, an encouragement
that the student return to school; an explanation of the long-term ramifications to the student of dropping out of school; and the availability of services for at-risk students, such as counseling services, drug or alcohol addiction treatment programs, and family preservation services. The written notice shall be sent within 5 school days after the student has been a dropout for 15 school days.

All efforts possible will be extended in an attempt to retain students in school and assist them in earning a high school diploma.

Adopted: May, 2010
Assignment of New Students to Classes and Grade Levels

Each school principal shall be responsible for assigning students to classes. New students entering from public schools, private schools and online programs accredited by the Colorado Department of Education shall be placed in grades and classes on the basis of their grade placement/credits in the school from which they are transferring.

The district administration, through academic achievement tests and other evaluation measures as found necessary, shall determine the appropriate grade level/credit status of students transferring from home schools, private schools and online programs that have not been accredited by the Colorado Department of Education. Such students must demonstrate proficiency in the district-adopted content standards at their appropriate placement level.

Adopted by the Board: April 1995
Revised by the Board: February 1997
Revised by the Board: December 2005

LEGAL REF.: C.R.S. 22-33-1 04.5 (4)
Student Absences and Excuses

Statement of philosophy
Students who desire to obtain the greatest benefit from public education must recognize that regular attendance is essential. Further, students enrolled in the district schools are required to attend classes in accordance with Colorado law. The responsibility for attendance is shared by the students, parents and schools.

Good attendance is of paramount importance to the success of students. Excessive absence in a given class affects student progress in a negative manner. Whether excused or unexcused, absences are detrimental to the learning process because work made up outside of class is not as effective as the actual classroom experience. Such experiences as class discussions and student-teacher interaction cannot be replicated outside the classroom or at a later time. In addition, regular attendance develops habits that are essential for success in the working world.

Each year the Board establishes the school attendance period and the superintendent adopts a school calendar. Secondary students are required to have actual teacher-pupil instruction and contact time of at least 1,056 hours and elementary students are required to have at least 968 hours during each school year.

Excused absences

**Illness:**
Students will be allowed one excused absence for temporary illness per semester with parent notification unless extenuating circumstances are approved by administration. Students with three or more consecutive days of absences will be required to have a doctor’s excuse.

**Documented absences:**
1. Doctor’s Excuse for Illness
2. Professional appointments (doctors, dentist, etc.) provided the student returns with formal documentation.
3. A student who is absent for an extended period of time due to physical, mental or emotional disability.
4. A student who is pursuing a work-study program under the supervision of the school.
5. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
6. Death in the immediate family.
7. A student who is in the custody of law enforcement or the courts.
8. Other, as approved by the building administrator.

The district may require suitable proof regarding the above exceptions, including written statements from medical sources.
Unexcused absences
An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student's record. The parents/guardians of the student receiving an unexcused absence shall be notified orally or in writing by the district of the unexcused absence. In all cases, the final decision on whether an absence is excused or unexcused will be the responsibility of the building administration. Each unexcused absence shall be entered on the student's record. The parents/guardians of the student receiving three unexcused absences shall be notified orally or in writing by the district of the unexcused absence.

Administration will establish a system of monitoring individual unexcused absences of children. School personnel shall make a reasonable effort to notify such parent by telephone.

The Colorado Compulsory Attendance Law states that between the ages of six years on or before August 1 of each year and under the age of seventeen years, students must be in school. Therefore, every parent of a child who has attained the age of six years on or before August 1 of each year and is under the age of seventeen years shall ensure that such child attends the public school in which such child is enrolled.

After three unexcused absences in a month, or eight unexcused absences in a year, parents will be notified that the administration will begin legal proceedings to enforce the compulsory attendance law. A letter from administration will be sent notifying the parents of this procedure and to set up an immediate meeting. The Principal/Assistant Principal will meet with the parent(s) to develop an attendance contract. After four unexcused in a month or ten unexcused absences in a year, court proceedings will begin.

Truancy
Absence from school without permission of a parent or guardian. Students who leave school during the day for any reason, without permission, will be considered truant. If a student is presumed truant, other agencies, such as but not limited to, Department of Human Services, Trinidad Police Department and/or School Resource Officer may be utilized in verifying the students’ safety and well being.

Any student who has been absent from class for six consecutive weeks or more in any one school year, except for reasons of expulsion, excused long term illness or death, is considered a “dropout” and shall be reported to the Department of Human Resources by the School Resource Officer.

Make-up work
Students are expected to make up the work on any day that they are absent from school. One day will be allowed for each day missed by the student.
Students with excused absences may make up work at full credit. Students with unexcused absences, not including suspensions or expulsions, will receive at least 75% credit, depending on the quality of work as judged by the teacher. Students’ suspension/expulsion work will be made up according to a plan developed by the building administrator.

Tardiness
Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, penalties shall be imposed for excessive tardiness. Parents/guardians shall be notified of all penalties regarding tardiness. The fifth unexcused tardy will be marked as an unexcused absence.

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter his next class. Teachers shall honor passes presented in accordance with this policy.

The provisions of this policy shall be applicable to all students in the district, including those above and below the age for compulsory attendance as required by law.

Adopted by the Board: April 1995
Revised by the Board: September 2000
Revised by the Board: February, 2008
Revised: November, 2010

LEGAL REFS.: C.R.S. 22-2-114.1 (3)(a) (definition of “dropout” student)
C.R.S. 22-32-109 (1)(n) (length of school year, instruction & contact time)
C.R.S. 22-32-109.1 (2)(a) (conduct and discipline code)
C.R.S. 22-33-101 et seq. (School Attendance Law of 1963)
C.R.S. 22-33-105 (3)(d)(III) (opportunity to make up work during suspension)

CROSS REFS.: Administration policies:
IC/ICA, School Year/School Calendar/Instruction Time
JEU, Compulsory Attendance Ages
JHB, Truancy
JK, Student Discipline
JKD/JKE, Suspension/Expulsion of Student

Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Student Absences and Excuses

Students are encouraged to attend school every day. The district believes that by being in school, students will receive the full benefit of their education. All absences will be marked as an excused or unexcused absence. The school administration will make the final decision on whether an absence is excused or unexcused.

The following procedures should be followed for excused absences:

1. Parents should call the school between 7:30 a.m. and the end of the school day to indicate that the student is absent and the reason for the absence.
2. If parents do not notify the school, the absence may be marked unverified or truant until verification has been made. Students who return to school without a note or a phone call will be marked unexcused.

The responsibility for attendance is shared by students, parents, teachers, counselors, administrators and the district community advocate.

Student responsibilities

1. To attend school for all days of the adopted school calendar
2. To be in class on time, prepared for academic work
3. To contact teachers immediately upon return from absences to receive make-up assignments and deadlines for completing them
4. To complete work as assigned by the teacher when a pre-arranged absence is requested
5. To follow the established school procedure when enrolling or withdrawing from a class

Parent/guardian responsibilities

1. To ensure that the student is attending school
2. To maintain communication with the school regarding attendance
3. To understand that any absence, regardless of cause, has a detrimental influence on student achievement
4. To contact the school (using the appropriate procedure) regarding absences and, in the case of extended home confinement, request make-up assignments
5. To monitor the make-up work of the student who has missed class
6. To know when to expect a mid-term report in the classes in which the student is not working in a satisfactory manner and when to expect report cards
7. To attend and participate in parent/teacher conferences.
8. To contact the school and request a conference with the appropriate administrator upon notification from the school that attendance is not satisfactory
9. To understand that the school is dependent upon parental support in dealing with attendance concerns
Teacher responsibilities

1. To emphasize with students the value of regular attendance
2. To discuss attendance concerns with students individually
3. To notify counselors and/or administrators of attendance concerns of their students
4. To notify parents of attendance concerns
5. To take attendance daily and maintain accurate attendance records according to district policy and school regulations
6. To provide make-up assignments and reasonable deadlines for completing them
7. To utilize instructional methodology which stimulates and motivates students to attend and achieve

Counselor responsibilities

1. To provide counseling and support for students with attendance problems
2. To make appropriate contacts with students and parents concerning attendance problems
3. To ensure appropriate scheduling for students who are identified as having attendance problems
4. To help students identify and make decisions regarding educational alternatives

Administrator responsibilities

1. To inform parents, students and staff of school and district attendance regulations
2. To supervise and administer the attendance policy and regulations
3. To provide parents/guardians with information about their child’s attendance record when requested
4. To provide counseling and support for students with attendance problems
5. To develop a systematic notification procedure to inform parents of attendance concerns
6. To assist and to support teachers with the implementation of attendance procedures

Building regulations

In an effort to achieve regular attendance, each building will be responsible for developing procedural regulations and communicating them to their school community at the beginning of each year.

These regulations shall include notification of parents, limits on absences, consequences for unexcused absences/truancies and excessive excused absences, and prevention programs, and intervention programs with guidance from the community advocate for improved attendance and an appeal process.

Approved: April 1995
Revised: September 2000
Revised: November, 2010
TRINIDAD HIGH SCHOOL ATTENDANCE POLICY

Students are encouraged to attend school every day. The Board believes that by being in school, students will receive the full benefit of their education. The school administration will make the final decision on whether an absence is excused or unexcused.

The following procedures shall be followed for excused absences:

1. Parents are encouraged to call the school between 7:30 A.M. and the end of the school day, to indicate that the student is absent and the reason for the absence during the day.
2. If parents do not call, they will send a note to the school on the day that their child returns. Students who return to school without a note or a phone call will be marked unexcused.

The following reasons will be considered acceptable reasons for an excused absence:

1. Professional appointments, doctors, dentist, etc. provided they return with a note.
2. Illness or injury of student or an immediate family member.
3. Death in the immediate family.
4. Student who is in the custody of law enforcement or the courts.
5. School-sponsored or sanctioned activities will not count against the allowable absences.
6. Other as approved by the building administrator.

Loss of Credit for Absences for THS

Students shall be allowed eight (8) absences per year per class without penalty, except that work made up from an unexcused absence shall be given not more than 75% credit. Students with excused absences may make up work for full credit. Students shall have to make up time during Saturday school for the ninth and tenth excused and/or unexcused absence. Upon the eleventh absence, a student shall not receive credit in the class in which an eleventh absence has occurred.

If a parent believes that the absence has been wrongfully determined, he/she may ask the school administration to review the excuse.

Students are expected to make up the work on any day that they are absent from school. One day will be allowed for each day missed by the student.

Student’s suspension/expulsion work will be made up according to a plan developed by the building administrators.

In all cases, the final decision on whether the absence is excused or unexcused will be the responsibility of the building administration.
State compulsory attendance policy

Separate from the policy above, the school shall also follow the State Compulsory Attendance Policy to include legal proceedings following four (4) truancies in one month or ten (10) in a school year, whichever comes first. This policy shall be made available to parents/guardians from the administration upon request.

Adopted: February 2004
Revised: November, 2010
Truancy

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 “habitual truant” shall be defined as a student of compulsory attendance age who has four unexcused absences from school or from class in any one month or 10 unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences.

In order to reduce the incidents of truancy, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents/guardians shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day.

The school shall establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent/guardian by telephone.

A plan shall be developed for a student who is at risk of being declared habitually truant with the goal of assisting the child to remain in school. When practicable, the child’s parent, guardian or legal custodian shall participate with district personnel during the development of the plan. Appropriate school personnel shall make all reasonable efforts to meet with the parent or guardian to review and evaluate the reasons for the child’s truancy.

Penalties

A student who has four truancies in a quarter and/or eight truancies in a semester will be in danger of receiving a failing grade in the course.

A student shall be given a warning on the first truancy offense. On the second offense, the student may be given a three-day in-school suspension or be suspended from school for up to three days. Additional truancies shall be grounds for in-school suspension, suspension and/or expulsion.

Adopted by the Board: April 1995
Revised by the Board: December, 2005
LEGAL REFS.: C.R.S. 22-33-104
    C.R.S. 22-33-107

CROSS REFS.:
    Administration policies:
    JEA, Compulsory Attendance Ages
    JH, Student Absences and Excuses

    Board policies:
    EL-9, Treatment of Students, Parents and Community
    EL-10, Student Conduct, Discipline and Attendance
Closed Campus

Students will not be allowed to leave the school campus between the time of arrival and the close of school. A parent/guardian may make a written request to the principal for a waiver of this policy for unusual circumstances that would necessitate the student leaving campus.

Request for early dismissal must come from the parent or guardian.

Exceptions to this policy may be allowed for senior students with approval from school administration.

Adopted by the Board: April 1995
Revised by the Board: December, 2005
Student Conduct

It is the intention of the district that the schools help students achieve maximum development of individual knowledge, skills and competence and that they learn behavior patterns which will enable them to be responsible, contributing members of society.

The district in accordance with state law shall adopt a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code shall emphasize that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly, fairly and consistently for all students.

All policies and approved regulations containing the letters “JIC” in the file name shall be considered as constituting the conduct section of the legally-required code.

The district shall consult with parents/guardians, students, teachers, administrators and other community members in the development of the conduct and discipline code.

The rules shall not infringe upon constitutionally protected rights, shall be clearly and specifically described, shall be printed in a handbook or some other publication made available to students and parents/guardians, and shall have an effective date subsequent to the dissemination of the published handbook.

The superintendent shall arrange to have the conduct and discipline code distributed once to each student in elementary, middle, junior high and high school and once to each new student in the district. Copies shall be posted or kept on file in each school of the district. In addition, any significant change in the code shall be distributed to each student and posted in each school.

In all instances, students shall be expected to conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested by the Board in all district employees, the educational purpose underlying all school activities, the widely shared use of school property, and the rights and welfare of other students. All employees of the district shall be expected to share the responsibility for supervising the behavior of students and for seeing that they abide by the established rules of conduct.

Adopted by the Board: September 2000
Revised by the Board: December, 2005
LEGAL REFS.: C.R.S. 22-32-109.1 (2)(a) *(policy required as part of safe schools plan)*
C.R.S. 22-33-106 (1)(a-e) *(grounds for suspension, expulsion and denial of admission)*

CROSS REFS.:
*Administration policies:*

  GBGB, Staff Personal Security and Safety
  JIC sub codes *(all pertain to student conduct)*
  JK, Student Discipline, and sub codes

*Board policies:*

  EL-9, Treatment of Students, Parents and Community
  EL-10, Student Conduct, Discipline and Attendance
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 district recognizes that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

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

If the student cannot promptly obtain appropriate clothing, on the first offense, the student shall be given a written warning and an administrator shall notify the student’s parents/guardians. On the second offense, the student shall remain in the administrative office for the day and do schoolwork and a conference with parents/guardians shall be held. On the third offense, the student may be subject to suspension or other disciplinary action as outlined in the school discipline code.

Unacceptable Items

The following items are deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school and 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 and/or hats 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 breasts
4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width
5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:

   Refer to drugs, tobacco, alcohol, or weapons Are of a sexual nature
By virtue of color, arrangement, trademark, or other attribute denote membership in gangs 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

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 by the Board: December, 2005

LEGAL REF.: C.R.S. 22-32-109.1 (2)(a)(IX) (boards duty to adopt student dress code)

CROSS REFS.: Administration policies:
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

Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Student Conduct on Buses

The privilege of riding a school bus is contingent upon a student's good behavior and observance of the student code of conduct and established regulations for student conduct both at bus stops and on-board buses.

The driver of a school bus shall be responsible for safety of the students on the bus, both during the ride and while students are entering or leaving the vehicle. Therefore, it is the bus driver's duty to notify the transportation director and the principal of the school involved if any student persists in violating the established rules of conduct.

After due warning has been given to the student and to parents/guardians, the principal may withhold from the student the privilege of riding the school bus. The student also may be denied admission to school, suspended or expelled, in accordance with established policies including discipline of habitually disruptive students, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus.

Adopted by the Board: September 2000
Revised by the Board: December, 2005

LEGAL REF.: C.R.S. 22-32-109.1 (2)(a)(III) (discipline of habitually disruptive students is required part of safe schools plan)

CROSS REFS.: Administration policies:
JIC, Student Conduct, and sub codes
JK, Student Discipline, and sub codes
Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Student Conduct on Buses

The transportation director or his designee will be the discipline coordinator that will administer and coordinate all discipline actions/recommendation that may occur during the school year.

The Transportation Department has developed tiered discipline policy in the administration of discipline required for the temporary or permanent suspension of bus privileges.

The following rules governing conduct of students as bus passengers shall serve as the basis for student conduct while riding the bus. Riding the bus to and from school is a privilege extended to students by the district. This privilege may be rescinded on the recommendation of the bus driver and the administration.

1. The driver is in full charge of the bus and passengers. At the discretion of the driver, the passengers may be assigned a seat and held responsible for that seat.
2. Passengers must be absolutely quiet while the bus is stopped at a railroad crossing.
3. Passengers will board and leave the bus in an orderly manner and remain seated while the bus is in motion.
4. Passengers will not extend arms, legs or heads out of the bus windows at any time.
5. Passengers will avoid unnecessary conversation with the driver and will keep conversations with other passengers at a low level.
6. Passengers must be on time, as the driver cannot wait for those who are tardy.
7. Passengers will not use tobacco or have glass containers on the bus. Passengers will not eat or drink on the bus during regular route transportation. Bus drivers may grant permission for students to eat or drink on the bus during extra-curricular trips.
8. Passengers will adjust the windows only when instructed to do so by the driver.
9. Passengers responsible for damage or littering of the bus will be responsible for the repair and/or clean-up.
10. Passengers will not sit in the stairwell, on the engine cover, or in the aisle of the bus.
11. Passengers will not exit from the windows or emergency doors unless an emergency exists.
12. Passengers will not board or leave the bus at a stop other than their own without a written request from the parent(s)/guardian(s), approved by the principal and presented to the driver.
13. Passengers will cross 10 feet or more in front of the bus when crossing the roadway while loading and unloading.
14. Passengers will observe all safety rules at all times.
15. Passengers will respect the bus and the bus driver.
   a. They will be polite and courteous at all times.
   b. Students will refrain from fighting, pushing, shoving, tripping, acting in an aggressive manner or bullying another student passenger.
   c. Students will not use any unacceptable language on or around the bus pickup and drop off points.
16. There is absolutely no smoking on the bus.
17. Passengers will respect the bus and any other equipment on the bus.
18. Passengers will not play video games, use telephones or any other electronic devise on the bus.

When a student ignores these rules of conduct for riding school buses, the following procedures will apply:

1. **Level 1:** Oral warning by the bus driver to the student. Bus driver notes particulars.
   - Level one violations may be:
     - misuse of telephone on the bus,
     - teasing other student passengers,
     - Use of inappropriate language.
     - Violation of safety rules
     - Non Violent behavior that is getting out of line
     - Eating or drinking
     - Throwing paper out of the bus

2. **Level 2:** A warning of rule infraction by the bus driver in written form will be sent to the transportation discipline coordinator. The transportation discipline coordinator will hold a disciplinary hearing with the student, complete the form and send a copy to the bus driver and a copy to the parent. When a flagrant infraction occurs, this level may be bypassed with the process starting at Level 3.
   - Level Two violations may be:
     - Any other violations in level one or second abuse of level one violations
     - Minor rude behavior, attitude or language
     - Appearance of behavior that may be perceived as bullying another student,
     - Use of inappropriate language or hand signs,
     - Showing in appropriate behavior towards the bus driver after warnings directed by the driver
     - Multiple violations of safety rules, of inappropriate behavior.

3. **Level 3:** Flagrant and/or persistent minor offenses. The bus driver will notify the student verbally that (s)he is filing a Level 3 misconduct report with the transportation discipline coordinator. The driver must file this report within one working day. The transportation discipline coordinator will schedule a hearing with the student, parent, bus driver and transportation director. If the parents do not make themselves available within two days of notification, the transportation discipline coordinator may hold the hearing without the parents. Also, the transportation discipline coordinator may view the incident serious enough to suspend the student from riding the bus immediately, pending the hearing. Any disciplinary action will be decided by the transportation discipline coordinator at this hearing. More than one Level 3 report may be issued.
   - Level three violations may be:
     - Multiple violations of any rules or misbehaving multiple times.
     - Aggressive or rude behavior, attitude or language
     - Aggressively bullying another student,
     - Continued use of inappropriate language.
Continued Disrespectful behavior towards the bus driver after warnings directed by the driver
Defacing or destroying any bus parts, equipment.
Destroying or damaging another students possessions
Multiple violations of safety rules, of inappropriate behavior

4. Level 4: Continued misbehavior or violations. The bus driver and transportation discipline coordinator will follow the same procedures as outlined in Level 3. However, it should be understood that should a student be found guilty of misbehavior or violations at this level, stringent disciplinary action will result. This action will include suspension from using the district transportation system and could include revoking the privilege for the entire school year. A student who has been suspended from riding the bus is suspended from riding all district buses, including field trips, activity trips and athletic buses.
   a. If the student continues to violate the bus transportation and safety rules for the same reason or indicates the appearance that he or she disregards these rules they will be designated as a habitual offender and may have their bus privileges revoked for the balance of the school year.
   b. Expulsion of Bus privileges
      i. If the student is involved in any of the following their bus privileges will be suspend or revoked for
         1. 30 days
         2. Balance of the school year
      ii. Examples
          1. Fighting
          2. Abusive Language
          3. Drugs (possession or distribution)
          4. Illegal weapons
          5. Habitual bullying
          6. Smoking

Students will not normally be suspended from the bus until the day following the infraction. Each student will begin with a clear record at the beginning of each school year

Special Need Students
The principals will scan and monitor bus discipline reports and notify the transportation discipline coordinator if a student may have a need for specific or special considerations as defined by their Individual Education Plan (IEP) with regard to bus transportation.

Adopted by the Board: September 28, 2010
Code of Conduct

The principal may suspend or recommend expulsion of a student who engages in one or more of the following activities while in school buildings, on school grounds, in school vehicles or during a school-sponsored activity and in certain cases when the behavior occurs off of school property and the conduct has a direct and immediate effect on maintaining order and discipline or protecting the safety or welfare of other students or staff in the schools.

1. Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value.

2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.

3. Commission of any act which if committed by an adult would be robbery or assault as defined by state law. Expulsion shall be mandatory in accordance with state law except for commission of third degree assault.

4. Violation of criminal law which has an immediate effect on the school or on the general safety or welfare of students or staff.

5. Violation of district policy or building regulations.

6. Violation of the district's policy on dangerous weapons in the schools. Expulsion shall be mandatory for carrying, bringing, using or possessing a dangerous weapon without the authorization of the school or school district, unless the student has delivered the firearm or weapon to a teacher, administrator or other authorized person in the district as soon as possible upon discovering it, in accordance with state law.

7. Violation of the district's alcohol use/drug abuse policy. Expulsion shall be mandatory for sale of drugs or controlled substances, in accordance with state law.

8. Violation of the district's violent and aggressive behavior policy.

9. Violation of the district's tobacco-free schools policy.

10. Violation of the district's policy on sexual harassment.

11. Throwing objects, unless part of a supervised school activity, that can cause bodily injury or damage property.
12. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or visitors to the school.

13. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, or derogatory statements addressed publicly to others that precipitate disruption of the school program or incite violence.

14. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.

15. Lying or giving false information, either verbally or in writing, to a school employee.

16. Scholastic dishonesty which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.

17. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the school staff.

18. Behavior on or off school property which is detrimental to the welfare or safety of other students or school personnel.

19. Repeated interference with the school’s ability to provide educational opportunities to other students.

20. Engaging in “hazing” activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.

21. Violation of the district’s dress code policy.

22. Violation of the district’s policy on student expression.

23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.

Each principal shall post a copy of these rules in a prominent place in each school and shall distribute a copy to each student. Copies also shall be available to any member of the public upon request.
Adopted by the Board: September 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 12-22-303 (7) (definition of controlled substance)
   C.R.S. 18-3-202 et seq. (offenses against person)
   C.R.S. 18-4-301 et seq. (offenses against property)
   C.R.S. 18-9-124 (2)(a) (prohibition of hazing)
   C.R.S. 22-12-105 (3) (authority to suspend or expel for false accusations)
   C.R.S. 22-32-109.1 (2)(a)(I) (duty to adopt policies on student conduct,
   safety and welfare)
   C.R.S. 22-32-109.1 (2)(a)(II) (policy required as part of safe schools plan)
   C.R.S. 22-32-109.1 (9) (immunity provisions in safe schools law)
   C.R.S. 22-33-106 (1)(a-e) (grounds for suspension, expulsion, denial of
   admission)

CROSS REFS.:
   Administration policies:
      ADC, Tobacco-Free Schools
      ADD, Safe Schools
      GBGB, Staff Personal Security and Safety
      JBB*, Sexual Harassment
      JIC, Student Conduct
      JICA, Student Dress Code
      JICC, Student Conduct on School Buses
      JICDD*, Violent and Aggressive Behavior
      JICED*, Student Expression Rights
      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

   Board policies:
      EL-9, Treatment of Students, Parents and Community
      EL-10, Student Conduct, Discipline and Attendance

NOTE: All Board policies with codes containing the letter "JIC" are considered part
of the legally mandated code of conduct and discipline.
Violent and Aggressive Behavior

The district recognizes there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the district are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated and shall result in immediate action being taken by the district.

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall be subject to appropriate disciplinary action including suspension, expulsion and/or referral to law enforcement authorities. At the district’s discretion and when appropriate, the student shall receive appropriate intervention designed to address the problem behavior. The Board of Education shall be informed of all intervention efforts by district schools.

Students shall be taught to recognize the warning signs of violent and aggressive behavior and shall report questionable behavior or potentially violent situations to appropriate school officials. All reports shall be taken seriously.

Acts of violence and aggression shall be well documented and communicated by the staff to the building principal and the superintendent. The immediate involvement of the parents/guardians is also essential. Law enforcement officials shall be involved if there is any violation of law.

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.

The following behaviors are defined as violent and aggressive:

1. Possession, threat with or use of a weapon — as described in the district’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, at an individual, his or her 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 — any written or verbal expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school environment as further described in the district’s bully prevention and education policy.

7. Gang Activity — as described in the district’s secret societies/gang activity policy.

8. Sexual Harassment — as described in the district’s sexual harassment 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 race, sex, sexual orientation, religion, national or ethnic background or handicap.

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 by the Board: December, 2005

LEGAL REF.: C.R.S. 22-32-109.1 (2)(a)(X) (definition of bullying)

CROSS REFS.: Administration policies:
JBB*, Sexual Harassment
JICDA, Code of Conduct
JICDE*, Bullying Prevention and Education
JICF, Secret Societies/Gang Activity
JICI, Weapons in School
Board policies:

EL-9, Treatment of Students, Parents and the Community
EL-10, Student Conduct, Discipline and Attendance
Bullying Prevention and Education

The district supports a secure 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 help create a climate on which all types of bullying are regarded as unacceptable.

For purposes of this Policy the term "Bullying" means any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or harm one or more students.

Any student who engages in any act of bullying is subject to appropriate disciplinary action including but not limited to suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, of any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made.

The superintendent and school administrators have developed a comprehensive program addressing bullying at all school levels. The goals of this program are as follows:

1. To send a clear message to students, staff, parents, and community members that bullying shall not be tolerated.
2. To train staff and educate students in taking proactive steps to prevent bullying from occurring.
3. To implement procedures for immediate intervention and investigation of students engaged in bullying behavior.
4. To initiate and support ongoing efforts to change the behavior of students who engage in bullying behaviors through education on what is acceptable behavior and discussions and to make available counseling services to explain the consequences of bullying.
5. To establish a productive partnership with students, parents, and community members in order to support and maintain a bullying free environment with the district.
6. To provide counseling and support for victims of bullying.
7. To help the development of peer support, social skills and confidence for all students.
8. To recognize and reinforce positive actions and behaviors of students in their treatment of one another.

Adopted by the Board: April 2, 2014

Bullying Prevention and Education

In compliance with policy JICDE, Bullying Prevention and Education, the following procedures will occur in the event of an infraction:

1. Parents, staff and students will be informed regarding the district’s bullying and prevention education program through an orientation meeting at the beginning of each school year. They shall also receive a school handbook specifying that bullying will not be tolerated in the district’s schools.

2. Community members will be informed regarding the district’s bullying and prevention education program through the use of media coverage such as TSJC TV, newspaper publications, etc.

3. The following steps will be taken for immediate intervention, investigation and confrontation of students engaged in bullying behaviors:
   a. Encouragement of parents, staff and students to report the bullying incident
   b. Immediate investigation of reported incidents
   c. Immediate consultation with involved parties as well as thorough documentation followed by parent contact
   d. Referral to school counselor, child study team and/or conflict resolution team
   e. Immediate disciplinary action such as detention, ISS or OSS

4. Implementation of programs such as, but not limited to, child study team, conflict resolution, peer counseling and peer mentoring.

5. Creation of a community committee comprised of licensed counselors and community mentors who have positive influences on young people to provide educational avenues for parents and students.

6. Providing support programs within the schools for the victims of bullying through individual and peer counseling.

7. Implementation of bullying programs where peer mediators would be trained to provide support for all students (i.e. advisory programs).

8. Continuing the implementation of positive incentive programs within the school. For example, Thumbs Up Program, Quarterly Award Recognition Programs, Positive Citizenship Awards and incentives provided for improved Behavior.
Habitual offenders will participate in a mandatory out-of-school anti-bullying program paid for by parents in lieu of expulsion.

All disciplinary actions are subject to the severity of the offense, therefore giving the administration the right to determine the appropriate immediate consequence.

Approved: December 2002
Revised: December, 2005
School-Related Student Publications

School-sponsored publications are a public forum for students as well as an educational activity through which students can gain experience in reporting, writing, editing and understanding responsible journalism. Because the district recognizes creative student expression as an educational benefit of the school experience, it encourages freedom of comment, both oral and written, in a school setting with a degree of order in which proper learning can take place.

The district encourages students to express their views in school-sponsored publications and to observe rules for responsible journalism. This means expression which is false or obscene, libelous, slanderous or defamatory under state law; presents a clear and present danger of the commission of unlawful acts, violation of school rules or material and substantial disruption of the orderly operation of the school; violates the privacy rights of others; or threatens violence to property or persons shall not be permitted.

Student editors of school-sponsored publications shall be responsible for determining the news, opinion and advertising content of their publications subject to the limitations of this policy and state law. The publications advisor within each school shall be responsible for supervising the production of school-sponsored publications and for teaching and encouraging free and responsible expression and professional standards of journalism.

The publication’s advisor has authority to establish or limit writing assignments for students working with publications and to otherwise direct and control the learning experience that publications are intended to provide when participation in a school-sponsored publication is part of a school class or activity for which grades or school credits are given.

All school-sponsored publications shall contain a disclaimer that expression made by students in the exercise of freedom of speech or freedom of the press is not an expression of district policy. The school district and employees are provided immunity from civil or criminal penalties for any expression made or published by students.

The superintendent has developed a written official school publications code which includes:

1. A statement of the purposes of official school publications.
2. Responsibilities of official school publications’ advisors and student editors.
3. A list of prohibited materials.

4. Reasonable provisions for the time, place and manner of distributing school-sponsored student publications within the school district’s jurisdiction.

5. Procedures for resolving differences.

The publications code shall be distributed to all students and teachers at the beginning of each school year.

Adopted by the Board: October 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-1-120 (rights of free expression for public school students)
C.R.S. 22-1-122(5)(e) (state law does not prevent a student who is working under the supervision of a journalism teacher or sponsor from preparing or participating in a survey, analysis or evaluation without obtaining written parental consent as long as participation is not prohibited by federal law)
C.R.S. 22-32-110 (1)(r) (power to exclude materials that are immoral or pernicious)

CROSS REFS.:  

Administration policies:  
JICED*, Student Expression Rights  
JLDAC, Screening/Testing of Students  

Board policies:  
EL-9, Treatment of Students, Parents and Community  
EL-10, Student Conduct, Discipline and Attendance
School-Related Student Publications
(School Publications Code)

1. **Purpose**

As stated in district policy, school-sponsored publications are a public forum for students as well as an educational activity through which students can gain experience in reporting, writing, editing and understanding responsible journalism. Content of school publications should reflect all areas of student interest, including topics about which there may be dissent or controversy.

2. **Responsibilities of student journalists**

In addition to the responsibilities set forth in the accompanying district policy, students who work on official student publications will:

a. Rewrite material, as required by the faculty advisers to improve sentence structure, grammar, spelling and punctuation.

b. Check and verify all facts and verify the accuracy of all quotations.

c. In the case of editorials or letters to the editor concerning controversial issues, provide space for rebuttal comments and opinions.

If the superintendent determines that advertising is allowed in the publication, the student editor will determine the content of any advertisements.

3. **Responsibilities of publication advisors**

In addition to the responsibilities set forth in the accompanying district policy, the publication advisor will exercise general supervision over all activities to create a proper learning environment.

4. **Prohibited materials**

a. Students may not publish or distribute material that is obscene. “Obscene” means:

   (1) The average person applying contemporary community standards finds that the publication, taken as a whole, appeals to a minor’s prurient interest in sex.
(2) The publication depicts or describes in a patently offensive way sexual conduct such as ultimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of genitals.

(3) The work, taken as a whole, lacks serious literary, artistic, political or scientific value.

b. Students may not publish expression that is libelous, slanderous or defamatory under state law. “Libelous” is defined as a false and unprivileged statement about a person that injures the individual’s reputation in the community.

c. Expression that is false as to any person who is not a public figure or involved in a matter of public concern is prohibited.

If the allegedly libeled individual is a “public figure or official,” the official must show that the false statement was published with actual malice, as the terms are defined in law.

Under the “fair comment rule,” a student is free to express an opinion on matters of public interest. Specifically, a student enjoys a privilege to criticize the performance of teachers, administrators, school officials and other school employees.

d. Expression which presents a clear and present danger of the commission of unlawful acts, violation of lawful school regulations, or material and substantial disruption of the orderly operation of the school, violates the rights of others to privacy, or threatens violence to property or persons is prohibited.

In order for a student publication to be considered disruptive, there must exist specific facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial material disruption to normal school activity would occur if the material were distributed. Undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able to show affirmatively substantial facts that reasonably support a forecast of likely disruption. Material that stimulates heated discussion or debate does not constitute the type of disruption that is prohibited.

5. **Time, place and manner restrictions**

The principal will coordinate with the publication advisor on the time, place and manner of distributing school-sponsored publications to reduce any conflict with school instructional time and/or reduce any disruption of the orderly operation
of the school which might be caused by the distribution of school-sponsored publications.

6. **Procedures for resolving differences**

   Student editors will work first with the publication advisor to resolve any differences. If the problem cannot be resolved at this level, the student editors and/or the publication advisor may work with the principal to resolve any problems. If the problem is not resolved at the principal level, the student editors and/or the publication advisor may work with the superintendent to resolve any problem. If the problem is not resolved at the superintendency level, the student editors and/or publication advisor may work with the Board of Education. If the problem is not resolved at the Board level, the student editors and/or publication advisor may seek relief through the judicial system.

7. **Legal advice**

   a. If in the opinion of the student editor, student editorial staff or faculty advisor, material proposed for publication may be “obscene,” “libelous,” or “cause a substantial disruption of school activities,” the legal opinion of the school district’s attorney should be sought if authorized by the principal.

   b. Legal fees charged in connection with this consultation will be paid by the district.

   c. The final decision of whether the material is to be published will be left to the student editor.

Adopted by the Board: October 2000
Revised by the Board  December, 2005
Student Distribution of Non curricular Materials

To understand Constitutional values such as the right to free speech, students must not only study such principles but also have an opportunity to put them into practice. However, there are limitations on the right of student free speech in the school setting that have been upheld by the courts because of the unique nature of the school community.

It is the goal of this policy to strike a necessary balance between a student’s right of free speech and the school’s responsibility to maintain an orderly and safe school environment which respects the rights of all students on school grounds and during school-sponsored activities.

Students shall be allowed to distribute non curricular written materials on school property subject to restrictions on time, place and manner of distribution set out in the accompanying regulations and the prohibitions set out below and in state law.

Any material in any media containing expression which is obscene, libellous, slanderous or defamatory shall be prohibited. Students shall not distribute any material which advocates commission of unlawful acts or violation of district policy and/or regulations, violates another person’s right to privacy, causes a material and substantial disruption of the orderly operation of the school, or threatens violence to property or persons.

Students who distribute materials in violation of this policy and/or materials that cause a material and substantial disruption, damage to a person or property, or threatens violence to property or persons in the judgment of school officials shall be subject to appropriate disciplinary action.

School equipment and supplies shall not be used for publication of such material unless authorized as a school-sponsored activity.

This policy and the accompanying regulations shall be made available to all students and teachers at the beginning of each school year and included in all student handbooks.

Adopted by the Board: October 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-1-120 (rights to free expression for public school students)
C.R.S. 22-32-110 (1)(r) (power to exclude materials that are immoral or pernicious)

CROSS REFS.:
Administration policies:
   JICEA, School-Related Student Publications
   JICED*, Student Expression Rights

   JK, Student Discipline, and subcodes
   KHC, Distribution/Posting of Promotional Materials

Board policies:
   EL-9, Treatment of Students, Parents and Community
   EL-10, Student Conduct, Discipline and Attendance
Student Expression Rights

While students do not shed their constitutional rights when they enter the school or engage in school-related activities, it is the superintendent’s responsibility to adopt rules reasonably necessary to maintain proper discipline among students and create an effective learning environment.

For purposes of this policy, student expression includes expression in any media, including but not limited to written, oral, visual, audio, and electronic media in all classroom and other school-related activities, assignments, and projects.

Students shall not turn in, present, publish or distribute expression that is disruptive to the classroom environment or to the maintenance of a safe and orderly school, as follows:

1. Obscene
2. Libelous, slanderous, defamatory, or otherwise unlawful under state law
3. Profane or vulgar
4. False as to any person who is not a public figure or involved in a matter of public concern
5. Creates a clear and present danger of the commission of unlawful acts, the violation of lawful school regulations, or the material and substantial disruption of the orderly operation of the school
6. Violates the rights of others to privacy
7. Threatens violence to property or persons
8. Attacks any person because of race, color, sex, age, religion, national background, disability or handicap
9. Tends to create hostility or otherwise disrupt the orderly operation of the educational process
10. Advocates illegal acts of any kind, including the use of illegal drugs, tobacco or alcohol

Violation of this policy shall result in disciplinary action against the student consistent with district student discipline policies.
Adopted by the Board: February 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-1-120 (rights of free expression for public school students)
C.R.S. 22-32-110 (1)(r) (power to exclude materials that are immoral or pernicious)

CROSS REFS.:
Administration policies:
JICDA, Code of Conduct
JICDD*, Violent and Aggressive Behavior
JICEC*, Student Distribution of Non curricular Materials
JK, Student Discipline

Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Secret Societies/Gang Activity

The district desires to keep its schools and students free from the threats or harmful influence of any groups or gangs which advocate drug use, violence or disruptive behavior. The principal or designee shall maintain continual, visible supervision of school premises, school vehicles and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.

The superintendent or designee shall establish open lines of communication with local law enforcement authorities so as to share information and provide mutual support in this effort.

The superintendent or designee shall provide in service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities and respond appropriately to gang behavior. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources which may help students.

Gang symbols

The district prohibits the presence on school premises, in school vehicles and at school-related activities of any apparel, jewelry, accessory, notebook or manner of grooming which by virtue of its color, arrangement, trademark or any other attribute denotes membership in gangs which advocate drug use, violence or disruptive behavior. This policy shall be applied at the principal’s discretion after consultation with the superintendent or designee as the need for it arises at individual school sites.

Prevention education

The district realizes that many students become involved in gangs without understanding the consequences of gang membership. Early intervention is a key component of efforts to break the cycle of gang membership. Therefore gang violence prevention education in the schools shall start with students in third grade.

Adopted by the Board: September 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-1-120 (8)
C.R.S. 22-32-109.1 (2)(a)(VI) (policy required as part of safe schools plan)

CROSS REFS.:
Administration policies:
IHACA*, Law-Related Education
JICA, Student Dress Code

*Board policies:*
- EL-9, Treatment of Students, Parents and Community
- EL-10, Student Conduct, Discipline and Attendance
Drug and Alcohol Use by Students

Trinidad School District #1 shall promote a healthy environment for students by providing education, support and decision making skills in regard to alcohol, drugs and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among the schools, parents/guardians, community and its agencies.

It shall be a violation of district policy and considered to be behavior which is detrimental to the welfare or safety of other students or school personnel for any student to possess, use, sell, distribute or procure or to be under the influence of alcohol, drugs or other controlled substances. The unlawful possession or use of alcohol or controlled substances is wrong and harmful to students.

For purposes of this policy, controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, any other controlled substances as defined in law, or any prescription or nonprescription drug, medicine, vitamin or other chemical substances not taken in accordance with the district policy and regulations on administering medicines to students.

This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

This policy shall apply to any student who is on school property, in attendance at school, in a school vehicle or taking part in any school sponsored or sanctioned activity or whose conduct at any time or place interferes with the operations of the district or the safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school and referral for prosecution. Expulsion shall be mandatory for sale or distribution of drugs or other controlled substances.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case. When appropriate, parents shall be involved and every effort made to direct the substance abuser to sources of help.

The district, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and
organizations, parents and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents/guardians and students with information concerning education and rehabilitation programs which are available.

Information provided to students and/or parents about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school district assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

The district shall provide all students and parents/guardians with a copy of this policy and its accompanying procedures on an annual basis.

The district shall conduct a biennial review of its drug prevention program to determine its effectiveness, to implement any required changes and to ensure that the disciplinary sanctions required are consistently enforced.

Adopted by the Board: February 2000
Revised by the Board: July 2002
Revised by the Board: December, 2005

C.R.S. 18-18-102 (3), (5) (definition of “anabolic steroid” and “controlled substance”)
C.R.S. 18-18-407 (2) (crime to sell, distribute or possess controlled substance on or near school grounds or school bus)
C.R.S. 22-1-110 (instruction related to alcohol and drugs)
C.R.S. 22-32-109.1 (2)(a)(VII) (policy required as part of safe schools plan)
C.R.S. 22-33-106 (1)(d) (expulsion mandatory for the sale of a drug or controlled substance)

CROSS REFS.:
Administration policies:
IHAMA, Teaching about Drugs, Alcohol and Tobacco
JIH, Student Interrogations, Searches and Arrests
JKD/JKE, Suspension/Expulsion of Students
JLCD, Administering Medicines to Students

Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Drug and Alcohol Use by Students

In accordance with the accompanying policy, the following procedures are established for disciplining students for alcohol- or drug-related misconduct.

Use

1. When a student is suspected of use, the person having the suspicion should notify the principal or designee. Notification must include reasons for such suspicion (observed use, unusual behavior, etc.). The principal or designee will conduct a check of the suspected student and collect data. This action must comply with the district policy on interrogations and searches.
   
a. If information is not sufficient to warrant further action, the principal or designee may have a personal conference with the student expressing awareness and concern.

b. If information warrants, the parent/guardian will be requested to attend a conference at school. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and offering the parent or guardian general information and resources related to substance abuse.

2. When necessary, emergency health and safety care will be provided and any procedural or disciplinary issues postponed until the student’s immediate needs are treated. While waiting for the parent/guardian or further medical aid, the student will not be left alone but placed in a quiet situation where he/she will remain under observation.

Possession

Students who possess alcohol, drugs, other controlled substances or drug-containing or drug-related paraphernalia in violation of district policy will be handled in the following manner:

1. A staff member who comes in contact with evidence and/or contraband must notify the principal or designee immediately.

2. A staff member who has reasonable cause to believe that a student possesses alcohol, any controlled substance or drug-containing or drug-related paraphernalia in violation of district policy will request that the student accompany him to the principal or designee. If the student refuses, the staff member will notify the principal or designee immediately.
3. The principal or designee will attempt to obtain evidence by requesting it directly from the student or through search procedures as outlined in district policy.

4. The principal or designee will place any evidence in an envelope or alternative container as necessary which will be sealed, dated and initialed by the individual who originally obtained the materials and by the principal or designee. The evidence then will be placed in the school safe.

5. The principal or designee will call appropriate law enforcement officials in each instance of possession or sale of controlled substances by a student. Mutual decision will be made as to retention of the contraband by the school or testing by the authorities.

6. When there is evidence of a student possessing illegal drugs, the student will be suspended and the parent/guardian notified.

**First offense for use and/or possession**

1. The student will receive three days out-of-school suspension, and a parent/guardian conference will be scheduled prior to re-admittance.

2. Parent/guardian and student will be provided information concerning voluntary drug and alcohol treatment programs.

3. The student may elect to participate in a voluntary drug/alcohol abuse counseling program with attendance verification submitted to the school administration. Upon choice of this option, the student will be readmitted. If counseling is not elected, the student may be suspended from school for an additional five days by the superintendent. The student and parent/guardian must attend a readmission conference during the suspension. At the end of the five days, the student will be readmitted.

4. The principal or designee will attempt to develop with the parent/guardian and the student a procedure that will outline the responsibilities of the parent/guardian, the student and the school in an effort to keep any further offenses from occurring.

**Second offense for use and/or possession**

1. The student will be suspended from school for five days.

2. Information concerning voluntary drug or alcohol treatment programs will be given to the student and the parent/guardian. The principal or designee will require evidence of the student’s enrollment and/or participation in a voluntary program prior to the student’s re-admittance to school.
3. Appropriate law enforcement officials will be notified.

**Third offense for use and/or possession**

The student will be recommended for expulsion.

**Distribution**

Students who sell, give or exchange alcohol, drugs, other controlled substances or drug-containing or drug-related paraphernalia in violation of district policy will be handled in the following manner:

1. If an employee witnesses an act in which alcohol, drugs, other controlled substances or drug-containing or drug-related paraphernalia are being transferred from one student to another, the staff member will immediately attempt to detain the student and request that the student accompany the staff member to the principal or designee. If the student refuses, the staff member will notify the principal or designee immediately.

2. The principal or designee will attempt to obtain evidence by requesting it directly from the student or through search procedures in accordance with district policy.

3. Any student who distributes, trades, exchanges or sells controlled substances will be expelled.

These procedures will supplement and complement authority conferred elsewhere by district policy and will not be deemed to limit or suspend such other authority.

Approved by the Board: December, 2005

**CROSS REFS.:**

*Administration policies:*
  
  JIH, Student Interrogations, Searches and Arrests
  
  JKD/JKE, Suspension/Expulsion of Students
Weapons in School

Possession and/or use of a weapon by students is detrimental to the welfare and safety of the students and school personnel within the district.

Mandatory expulsion in accordance with state and federal law

Carrying, bringing, using or possessing a dangerous weapon in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without the authorization of the school or the school district is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

If a student discovers that he or she has carried, brought or is in possession of a dangerous weapon and the student notifies a teacher, administrator or other authorized person in the school district, and as soon as possible delivers the dangerous weapon to that person, expulsion shall not be mandatory and such action shall be considered when determining appropriate disciplinary action, if any.

As used in this policy, “dangerous weapon” means:

a. A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm.

b. Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.

c. A fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife or a pocket knife with a blade longer than three and one-half inches.

d. Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury including, but not limited to slingshot, bludgeon, brass knuckles or artificial knuckles of any kind.

In accordance with federal law, expulsion shall be for no less than one full calendar year for a student who is determined to have brought a firearm to school in violation of this policy. The superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis.
Local restrictions

The district determines that extra precautions are important and necessary to provide for student safety. Therefore, the carrying, bringing, using or possessing of any knife, regardless of the length of the blade, in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without express authorization is prohibited. Students who violate this policy shall be referred for appropriate disciplinary proceedings. However, if a student discovers that he or she has carried, brought or is in possession of a knife and the student notifies a teacher, administrator or other authorized person in the school district, and as soon as possible delivers the knife to that person, expulsion shall not be mandatory and such action shall be considered when determining appropriate disciplinary action, if any.

The district shall maintain records which describe the circumstances involving expulsions of students who bring weapons to school including the name of the school, the number of students expelled and the types of weapons involved as required by law.

School personnel shall refer any student who brings a firearm or weapon to school without authorization of the school or the school district to law enforcement, unless the student has delivered the firearm or weapon to a teacher, administrator or other authorized person in the district as soon as possible upon discovering it. In such case, school personnel shall consult with law enforcement to determine whether referral of the student to law enforcement is necessary and how to properly dispose of the firearm or weapon or return it to its owner.

Adopted by the Board: September 2000
Revised by the Board: December, 2005

LEGAL REFS.: 18 U.S.C. §921 (a)(3) (federal definition of “firearm”)
C.R.S. 22-32-109.1 (2)(a)(VII) (policy required as part of safe schools plan)
C.R.S. 22-33-106 (1)(d)

CROSS REFS.: Administration policies:
JK*-2, Discipline of Students with Disabilities
JKD/JKE, Suspension/Expulsion of Students
KFA, Public Conduct on School Property

Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Use of Cell Phones and Pagers

The district recognizes that cell phones and pagers can play a vital communication role during emergency situations. However, the ordinary use of cell phones and pagers in school situations can be disruptive to the educational environment and is not acceptable.

Students may carry cell phones and pagers but these devices must be turned off inside school buildings, on school buses, at school-sponsored activities and on field trips. In these locations, cell phones and pagers may be used only during emergencies.

Violation of this policy will result in disciplinary measures and confiscation of the cell phone or pager. Confiscated cell phones and pagers shall be returned to the student only after a conference with the parent/guardian, student and school personnel.

Adopted by the Board: December, 2005
Students of Legal Age

Any district policies which require notification to parents/guardians shall be sent to both parents/guardians and students beginning when students turn eighteen.

Parents/guardians of students eighteen years or older who are dependent students for income tax purposes are entitled along with the student to access to student educational records. Proof of dependent status shall be required.

Written permission shall be required from students eighteen years or older who are not dependent students for income tax purposes before parents/guardians are given access to student educational records.

Adopted: December 2005

LEGAL REFS.: 20 U.S.C. §1232g (Family Educational Rights and Privacy Act)
C.R.S. 13-22-101

CROSS REFS.:

Administration policies:
JIC, Student Conduct, and sub codes
JK, Student Discipline, and sub codes
JLCB, Immunization of Students
JRA/JRC, Student Records/Release of Information on Students

Board policy:
EL-9, Treatment of Students, Parents and Community
Student Interrogations, Searches and Arrests

The Board of Education seeks to maintain a climate in the schools which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.

Interviews by school officials

When there is a possible violation of Board policy or school rules, school officials may question potential victims and witnesses without prior consent of the student’s parent/guardian.

Where there are reasonable grounds to suspect that a student has violated Board policies or school rules, the principal or designee may interview the suspected student who will have the opportunity to present his or her side of the story, orally or in writing. The nature and extent of the questioning should be reasonably related to the objectives of the questioning.

Searches conducted by school personnel

Searches of a student and/or the student’s personal property while on school premises or during a school activity shall be conducted in accordance with this policy.

Whenever possible, the student shall be informed of the reason(s) for conducting the search and the student’s permission to perform the search shall be requested but a student’s consent is not necessary if school officials have reasonable grounds to suspect that the search will uncover evidence of a violation of Board and/or district policies, school rules, or federal, state, or local laws or an immediate danger of physical harm to any person. A student’s failure to cooperate with school officials conducting a search shall be considered grounds for disciplinary action. An administrative report shall be prepared by the school official conducting a search explaining the reasons for the search, the results and the names of any witnesses to the search.

Search of school property

School lockers, desks and other storage areas are school property and remain at all times under the supervision and control of the school. All such lockers, desks and other storage areas, as well as their contents, are subject to inspection at any time, with or without notice.
Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school, as well as for any loss or damage relating to the contents of such desks and lockers.

**Search of the student’s person or personal effects**

The principal or designee may search the person of a student or a student’s personal effects such as a purse, backpack, book bag or briefcase on school property or at school-sponsored events or activities if the school official has reasonable grounds to suspect that the search will uncover evidence of a violation of Board and/or district policies, school rules, or federal, state, or local laws or an immediate danger of physical harm to any person.

The extent of any search, as well as the means to conduct the search, must be reasonably related to the objectives of the search and the nature of the suspected violation. Additionally, school officials conducting the search shall be respectful of privacy considerations, in light of the sex and age of the student.

Searches of the person shall be conducted out of the presence of other students and as privately as possible by a person of the same sex as the student being searched. At least one person of the same sex as the student being searched shall witness but not participate in the search.

Searches of a student’s person and/or personal effects may be conducted without the prior consent of the student’s parent/guardian. However, school officials shall take reasonable steps to notify the parent/guardian of a student who has been searched as soon as reasonably possible after the search.

Searches of the person which may require removal of clothing other than a coat, jacket, or shoes shall be referred to a law enforcement officer. School personnel shall not participate in such searches.

**Seizure of items**

Anything found in the course of a search conducted by school officials which is evidence of a violation of law or Board policy or school rules or which by its presence presents an immediate danger of physical harm may be:

1. Seized and offered as evidence in any suspension or expulsion proceeding. Such material shall be kept in a secure place by the principal until it is presented at the hearing.

2. Returned to the student or the parent/guardian, or
3. Turned over to a law enforcement officer.

**Law Enforcement Officers' Involvement**

**Interrogations and interviews**

When law enforcement officials request permission to question students when students are in school or participating in school activities, the principal or designee shall ascertain that the law enforcement officer has proper identification. Except when law enforcement officers have a warrant or other court order, or when an emergency or other exigent circumstances exist, such interrogations and interviews are discouraged during student’s class time.

It is the responsibility of the law enforcement officer interviewing student witnesses or interrogating student suspects to assure compliance with all applicable procedural safeguards. Upon request by law enforcement to interview a student witness or interrogate a student suspect, school officials shall make an effort to notify the student’s parent/guardian, except in cases involving investigation of reported child abuse where the suspected perpetrator is a member of the student’s family, when law enforcement has a court order directing that the student’s parent/guardian not be notified, or when an emergency or other exigent circumstances exist. However, whether or not to postpone the interview or interrogation until the parent/guardian arrives is the law enforcement officer’s decision.

If the activity being investigated involves an incident on school grounds or during a school activity, school officials may observe the interview.

**Search and seizure**

The principal or designee may request a search on school premises be conducted by a law enforcement officer. When law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in the search. It is expected that searches by law enforcement will be conducted in accordance with the requirements of applicable law.

**Custody and/or arrest**

Students will be released to law enforcement officers if the student has been placed under arrest or if the student’s parent/guardian and the student consent to such release. When a student is removed from school by law enforcement officers for any reason, school officials will make reasonable efforts to notify the student’s parent/guardian.
It is expected that all procedural safeguards prescribed by law are followed by law enforcement officers conducting student arrests. However, district staff is not responsible for an officer’s legal compliance when arresting a student.

Adopted by the Board: September 2000
Revised by the Board: December, 2005
Revised by the Board: January, 2009

LEGAL REFS.: C.R.S. 19-2-511 et seq.
C.R.S. 22-32-109.1 (2)(a)(VIII) (*policy required as part of safe schools plan*)

CROSS REFS.:
Administration policies:
JIHB, Parking Lot Searches
JK, Student Discipline, and sub codes

Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Parking Lot Searches

The privilege of bringing a student-operated motor vehicle on to school premises is conditioned on consent by the student driver to allow search of the vehicle when there is reasonable suspicion that the search will yield evidence of contraband.

Refusal by a student, parent/guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to search the vehicle shall be cause for termination without further hearing of the privilege of bringing the vehicle on to school premises. Refusal to submit to search also may result in disciplinary action and notification of law enforcement officials.

Routine patrolling of student parking lots and inspection of the outside of student automobiles shall be permitted at all times.

 Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 22-32-109.1 (2)(a)(VIII)

CROSS REFS.: Administration policy:
JIH, Student Interrogations, Searches and Arrests

Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Use of Metal Detectors

When the administration has reasonable cause to believe that weapons are in the possession of unidentified students, when there has been a pattern of weapons found at school or when violence involving weapons has occurred at the school or at school sponsored events, the administration shall be authorized to use stationary or mobile metal detectors in accordance with procedures approved by the district. Any search of a student’s person as a result of the activation of the detector shall be conducted in private in accordance with the policy on personal searches.

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 18-12-214 (4) (person with valid concealed handgun permit may not carry the gun beyond any security screening)
C.R.S. 22-32-109.1 (2)(a)(VIII)

CROSS REFS.:
Administration policy:
KLG, Relations with Law Enforcement Authorities

Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Student Concerns, Complaints and Grievances

Decisions made by school personnel which students believe are unfair or in violation of pertinent district 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 procedures shall be available for students to receive prompt and equitable resolution of allegations of discriminatory actions on the basis of race, color, national origin, sex and handicap which students are encouraged to report.

Adopted by the Board: December, 2005

CROSS REFS.:

Administration policies:
ACE, Nondiscrimination on the Basis of Handicap/Disability
IHCDA, Postsecondary Options/Concurrent Enrollment
JB, Equal Educational Opportunities
JBA, Nondiscrimination on the Basis of Sex
JBB*, Sexual Harassment
JICEA, School-Related Student Publications
JICEC*, Student Distribution of Non curricular Materials

Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Student Concerns, Complaints and Grievances

For the purposes of this procedure, the following categories of complaints are established:

1. Conduct of an individual
2. Departmental procedures
3. Building procedures
4. District policies and regulations
5. Curricular programs
6. Civil rights
7. All others

Complaints must be initiated in writing, dated and signed by the complainant. Forms for this purpose are available in the principals’ offices. Completed forms must be filed with the appropriate persons as follows:

1. Conduct of an individual: immediate supervisor of the individual. The building principal is the supervisor of the teachers; the appropriate director is the supervisor of the principal or support staff members.

2. Departmental procedures: Building principal.


4. Board and district policies and regulations: Appropriate director.

5. Curricular programs: Appropriate director.

6. Unlawful discrimination: see Policies AC, JB, JBA, and JBB.

7. All others: Building principal.

When a complaint is filed in writing, a conference will be held with the complainant within five school days. A written response will be given to the complainant within 10 school days following the conference.
If the complaint is not resolved to the satisfaction of the student, a written appeal may be submitted within 10 school days in accordance with the appeal procedures. Appeals must be made in the following order: building principal, appropriate director, superintendent, Board of Education.

When an appeal has been filed in writing, a conference will be held with all parties involved within 10 school days. A written response will be given to the complainant within 10 school days following the conference.

If the appeal should reach the level of the Board of Education, a meeting with the Board will be scheduled within 20 school days after a written appeal has been filed. A written response from the Board will be given to the complainant within 10 school days following the conference.

Complainants who are not satisfied with the resolution of the complaint within the school district have the option of contacting their local Office for Civil Rights of the U.S. Department of Education.

Approved: December, 2005
Student Activities
(Co-curricular and Extra-curricular)

Extra-curricular activities are the activities which are sponsored by the district but do not carry academic credit for graduation or grade standing advancement. Extra-curricular activities include athletics, intramurals, clubs, student organizations, etc.

The district supports the concept that a wide variety of extracurricular activities should be made available to students. However, participation in such activities is a privilege, not a right. The student activity program shall aid in developing desirable social traits and behavior patterns in an environment favorable to their growth. Special importance shall be attached to student participation through student councils or similar organizations in the administration of those school functions which especially concern the interest and welfare of the student. The activity program shall not only provide opportunity for developing leadership ability, but it shall stimulate active participation of all students in appropriate school organizations and community activities.

Students shall be encouraged to become involved in all appropriate school activities and belong to all appropriate school organizations.

Participation in any school or interscholastic school activity may not be barred because of a student’s participation in lawful activities during out-of-school hours and off school property.

Eligibility for extra-curricular activities

Conduct and grades will have a direct influence on student participation in extra-curricular activities.

Eligibility for all extra-curricular activities shall be in accordance with Colorado High School Activities Association policies when applicable and when established for student participation in extra-curricular activities.

The superintendent is responsible for approving all activities sponsored by the school district.

Adopted by the Board: May 1995
Revised by the Board: December, 2005

LEGAL REF.: C.R.S. 22-32-116.5 (1)(c)
Student Activities
(Co-curricular and Extra-curricular)

Extra-curricular activities which are sponsored by the district are eligible to use school facilities and equipment free of charge. District-sponsored activities are also eligible for the appointment of school personnel as sponsors. In order for an extra-curricular activity to receive sponsorship by the district, the activity participants must comply with the following:

1. Contact the appropriate school principal to discuss the interest in developing a district-sponsored activity.

2. The requestors are responsible for developing a constitution, bylaws and budget for the proposed activity.

3. The requestors are responsible for recruiting a sponsor for the proposed activity.

4. The principal will review the request to ensure that it is consistent with all appropriate policies and procedures and then will pass the request on to the superintendent with an accompanying recommendation.

5. The superintendent is responsible for approving all extracurricular activities sponsored by the district.

Extra-curricular activities/sponsorship responsibilities

1. Sponsors are required to attend all organizational meetings and events in which members of the organization participate. If it becomes necessary to miss a meeting or event, arrangements must be made with the principal as early as possible prior to the absence. The sponsor is required to provide a substitute for the event. This includes dances, homecoming projects and other organizational activities. Decisions made at meetings without the sponsor’s presence shall be void.

2. Sponsors are expected to maintain close communication with the officers of the organization and to take an active role in approving or disapproving the agenda for meetings and activities. Requests for class meetings and other organizational meetings should be approved by the principal at least one day in advance of the desired meetings. Exceptions may be allowed by the principal if the meeting is considered an emergency.

3. Money-raising projects must first be approved by the sponsor and then submitted to the principal for approval.

4. Each sponsor is responsible for the funds in the organization’s account. Only the sponsor is allowed to request withdrawals from the account. A receipt must be presented with any request for reimbursement. No moneys will be reimbursed without a valid receipt and/or voucher.
5. All organizational activities such as dances, parties, etc., must be cleared with the principal. Initial planning, including designating a date on the master calendar, must be completed at least one month prior to the activity.

6. When there is more than one sponsor in an organization, the sponsors may wish to divide the activities during the year by having only one sponsor in charge at a time. Although this is acceptable, it does not eliminate the responsibilities of the remaining sponsors to participate in each activity and to be aware of the basic plans.

7. The sponsor is responsible for the discipline of his or her group at all times.

Approved: May 1995
Revised: December, 2005
Student Organizations – Open Forum
(Secondary Schools)

In addition to clubs and groups related to the curriculum, students in secondary schools (grades 7-12) in this district shall be permitted to organize and conduct meetings of non-curriculum-related student clubs or other groups to pursue specialized activities outside the classroom. Such groups shall not be considered school-sponsored student organizations nor be given all the privileges afforded to school-sponsored organizations.

Students may conduct meetings under this policy on school premises only during non-instructional time so that meetings do not interfere with the orderly conduct of the educational activities of the school. Meetings of non-curricular student groups must be scheduled, organized and conducted within the guidelines established by this policy and accompanying regulations.

For purposes of this policy, "non-instructional time" means time set aside by each school before actual classroom instruction begins or after actual classroom instruction ends.

Requests for permission to conduct a non-curricular student meeting must originate from a student or groups of students. Persons not attending school in this district, parents, school personnel or any other non-school persons are prohibited from directing, conducting, controlling or regularly attending the activities of a non-curricular student group.

All non-curricular student groups meeting on school premises are required to open membership to all interested and/or eligible students. Fraternities, sororities and/or secret societies shall not receive recognition in any manner under this policy. Attendance at all meetings must be voluntary.

The administration shall develop general guidelines and rules so that students will be informed about the procedure for scheduling meetings and activities, the hours available for meetings and the facilities available for meeting space. Students must request permission for a meeting of a non-curriculum-related group from the principal and submit all scheduling requests to the principal for approval.

A member of the professional staff must be invited to attend every meeting or activity scheduled on school premises as a monitor for purposes of general supervision.

Students shall be responsible for ensuring the presence of a faculty monitor prior to every meeting.
Under no circumstances shall the school compel a faculty member or school employee to monitor or attend a meeting of a non-curricular student group if the content of the speech at the meeting is contrary to the beliefs of the school employee.

School employees may be present at religious meetings of a non-curricular group only in a non-participatory capacity.

All forms of hazing in initiations shall be prohibited in any group meeting on school premises. No initiation shall be held for any non-curricular student group which will bring criticism to the school system or be degrading to the student.

The school district, through the building principal, retains the authority to prohibit meetings which otherwise would be unlawful. Further, nothing in this policy shall be construed to limit the authority of the school to maintain discipline on school premises, to protect the well-being of students and faculty and to ensure that attendance at meetings is voluntary. Neither shall anything in this policy be used to imply that the school is sponsoring a non-curricular student group. No public funding or support shall be extended to non-curricular student groups other than an opportunity to meet on school premises.

In providing equal access to school facilities for all non-curricular groups, the district is not expressing any opinion or approval of the subject matter discussed at any meeting nor is it advocating or supporting in any manner the point of view expressed by any student or group meeting as allowed by this policy.

Non-curricular student groups shall not be denied equal access to school facilities solely on the basis of the religious, political, philosophical or other content of any speech at such meetings.

Adopted by the Board: April 1995
Revised by the Board: December, 2005

C.R.S. 22-1-117
C.R.S. 22-1-118
Student Organizations - Open Forum
(Secondary Schools)

1. The principal shall review the weekly school calendar and indicate when time and space are available for meetings of student organizations so that the meetings will not interfere with the regular educational activities of the school.

2. General information about time periods available for student meetings shall be made available to students upon request.

3. Students seeking permission to meet on school premises during non-instructional time must complete a form available in the principal's office indicating the name of the organization (if any), the nature of the organization, the purpose of the meeting, and the time and place of the meeting.

4. Upon reviewing this information, the principal shall schedule the meeting if time and space are available. Requests shall be denied only in accordance with the district policy on meetings of non-curricular student organizations.

5. The principal shall verify that the students requesting permission for a meeting have made arrangements for a faculty monitor and obtain whatever assurances are deemed necessary to see that the meeting is appropriately supervised.

6. Notices of meetings of non-curricular student organizations may be posted only on a designated bulletin board used by all non-school-sponsored organizations. No announcements shall be made over the public address system or in any school-sponsored publications.

7. The principal shall provide a fair opportunity to any students requesting permission to meet on school premises so long as time and space are available.

8. If a meeting request is denied by the principal, the principal shall inform the students of the reason for the denial. The students shall be given an opportunity to request a review of the principal’s decision by the superintendent by requesting a review in writing within 10 days of the denial of the request.

Approved: April 1995
Revised: December, 2005
School Displays

Schools may host temporary or permanent displays of student work for legitimate educational purposes including, but not limited to, cultural, legal or historical purposes.

The district reserves the right to place restrictions on the content of the displays. The restrictions shall be based on legitimate pedagogical reasons, such as preventing disruption in the school.

All displays shall be initiated, endorsed, organized, and supervised by school personnel, with approval of the principal or the principal's designee.

The principal or designee will develop, communicate, and enforce guidelines regarding permissible subjects for displays, consistent with state and federal law. Prior to set-up of the displays, the principal or designee will screen individual components for compliance with the guidelines.

Adopted by the Board: December, 2005

LEGAL REF.: Fleming v. Jefferson County School District R-1, No. 01-1512 (10th Cir. 2002)

CROSS REFS.: Administration policies: ADD, Safe Schools
IMB, Teaching About Controversial/Sensitive Issues
IMDB, Flag Displays
JICED*, Student Expression Rights
Student Fundraising Activities

Approved school student organizations may have fundraising activities with the approval of the organization sponsor and building principal. Principals are expected to exert leadership to avoid excessive fundraising activities which tend to detract from the primary purpose of publicly-supported schools.

Adopted by the Board: April 1995
Revised by the Board: December, 2005:
Student Fundraising Activities

Secondary schools

Fundraising drives conducted by student organizations must meet the following criteria:

1. The need for the funds must be identified in a budget submitted to and approved by the building principal or designee.

2. Fundraising drives involving community solicitation must be concluded within one month of the first day of the drive. Exceptions must be approved by the building principal.

3. Approved fundraising drives must be under the direction and supervision of the assigned sponsor.

4. Contracts between outside groups and student organizations for performances which provide a profit to a school or student organization must have prior approval of the superintendent or designee and district legal counsel.

5. All receipts and expenditures will be handled in accordance with appropriate policies.

6. Approved student organizations may participate in collections for charitable community organizations with prior approval of the building principal but may not receive cash for their services.

Elementary schools

Fundraising drives conducted by elementary school student organizations must adhere to the following:

1. The need for the funds and a general outline of what the funds will be used for must be approved by the building principal or designee.

2. Fundraising drives involving community solicitation will not be allowed with the exception of the Parent-Teacher Organization’s annual fundraising activity.

3. All fundraising drives must be directed and supervised by the organization’s assigned sponsor.

4. All fundraising drives must be completed within one month of the first day of the drive with no student organizations being authorized to conduct more than one fundraising drive per school year. Exceptions must be approved by the building principal.
5. All receipts and expenditures will be handled in accordance with appropriate policies.

Approved: April 1995
Revised: December, 2005
Student Activities Funds

District schools may establish a student activity account with lesser accounts in order to transact necessary receipts and expenditure of moneys to support programs within the school which are extracurricular in nature and which are wholly or partially supported by funds generated by the efforts of the student body.

Student activity funds are considered a part of the total fiscal operation of the school district and, therefore, are subject to district policies and regulations. The funds shall be managed in accordance with sound business practices – including sound budgetary and accounting procedures as well as audits – in the same manner as regular district funds. Principals shall participate in the preparation, modification and interpretation of policies and procedures that affect student activity funds.

Student activity funds are to be used to finance a program of authorized school activities which may augment but not replace the activities financed by the district. Funds derived from the student body as a whole shall be so expended as to benefit the student body as a whole, and the student body shall be represented in the democratic management of those funds raised by students and expended for their benefit. Funds derived from authorized clubs and organizations shall be expended to benefit the specific club or organization and, insofar as possible, to benefit those students currently in school who have contributed to the accumulation of these funds.

Activity fundraising shall be conducted in such a manner as to offer minimum competition to commercial concerns while still benefiting the student body as a whole.

Authorized clubs and organizations within the schools may use district facilities and equipment for fundraising if such use does not create an additional cost to the district. If additional cost is incurred, the club or organization shall pay such cost.

The superintendent shall establish a procedure, consistent with state law, for collecting, depositing, spending and accounting for all moneys in the student activity account. These funds shall be subject to the same annual audit procedures as other district funds.

Adopted by the Board: December 14, 1994
Revised by the Board: December, 2005

CROSS REFS.: Administration policies:
DB, Annual Budget, and sub codes
DG, Banking Services
Board policies:
  EL-15, Budgeting
  EL-16, Financial Administration
  EL-17, Asset Protection
Student Activities Funds

School principals shall be responsible for ensuring that all funds and accounts within the student activity areas under their jurisdiction shall be accounted for in such a manner as to provide for detailed information on all receipts, disbursements and transfers of moneys. Specifically, the building principals shall ensure that:

1. All moneys received are receipted and receipts are maintained.

2. All purchases are accompanied by a receipt which is signed by an employee who is the designated sponsor of the activity for which the purchase is made and the building principal.

3. Up-to-date records are maintained of all income/expenditures, balances, statements and that checkbook balances coincide on a monthly basis.

4. All moneys are frequently deposited into a bank and that no moneys are left unattended.

Approved: December 14, 1994
Revised: December, 2005
Student Travel

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve and evaluate student activity trips and to ensure that all reasonable steps are taken for the safety of the participants.

These guidelines and procedures shall ensure that all student activity trips have the approval of the principal and that all overnight trips and trips exceeding 200 miles round trip have the prior approval of the principal.

Adopted by the Board: December, 2005

LEGAL REFS.:  C.R.S. 13-22-107 (parental liability waivers)
               C.R.S. 40-10-116 (1)(b)

CROSS REFS.:
               Administration policies:
               EEAG, Student Transportation in Private Vehicles
               IJOA, Field Trips
Athletics

The athletic program shall interfere as little as possible with the regular school program.

The district shall operate under the regulations governing interscholastic activities set forth by the Colorado High School Activities Association.

All students participating in interscholastic athletics must have a physical examination. The results must be signed by a doctor and turned in to the school administration office. A parent permission form to participate in athletics shall also be required and must be on file in the school administration office.

Interscholastic athletic programs at the high school level shall include:

1. Basketball (boys and girls)
2. Baseball
3. Wrestling
4. Track (boys and girls)
5. Volleyball
6. Football
7. Golf (boys and girls)
8. Soccer (girls)
9. Cheerleading

At the junior high school level, athletic programs shall include:

1. Football
2. Volleyball
3. Basketball
4. Wrestling
5. Track
6. Cheerleading

Adopted by the Board: May 1995
Revised by the Board: December, 2005
Interscholastic Sports

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

The purposes of athletic programs in the secondary schools shall be:

1. To provide a wide basis of participation in both team and individual sports in interscholastic competition.

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

In keeping with the above goals, the district shall seek to fund girls’ sports on an equal opportunity basis with boys’ sports and shall permit and encourage coeducational teams when the particular sport is determined suitable as a coeducational activity.

The district shall encourage students, faculty and the community to recognize the value of athletics in relation to the total school program.

Athletic associations and leagues

Membership of a district school in an interscholastic athletic association or league shall be subject to the superintendent’s approval. The superintendent shall review
the constitution and bylaws of such organization and its regulations for member teams before granting approval.

Customarily the principals of member schools or their designees are voting members of athletic organizations. It should be understood that such administrators serve as representatives of the district. Therefore, before voting on a change of bylaws or regulations that will in any way affect the schools or athletic teams of this district, this district's representatives to athletic organizations shall advise the superintendent of the proposed change and seek and follow his or her directions for voting.

**Addition of a sport**

It shall be the responsibility of the high school and junior high school principals to assess the interscholastic offerings on a periodic basis. Before a new sport or activity is added, the following steps shall be followed:

1. Student interest shall be formally surveyed.

2. A summary of the sports/activities shall be ranked from high to low, indicating the number interested in participating.

3. The principal shall make a recommendation to the superintendent based on the following criteria:
   
   a. interest
   b. conflict with existing sports or programs
   c. availability of facilities and conflicts with existing program
   d. availability of qualified coaches
   e. potential impact to the budget.

Adopted by the Board: 1998
Revised by the Board: December, 2005
Interscholastic Sports
(Adding or Deleting a Sport)

Additions or deletions of interscholastic sports to or from the athletic program of any school must be approved by the superintendent.

The building level administration will track “expressed interest” in sports made by students, evaluate the level of competition appropriate to each sport and make recommendations as necessary to the superintendent.

The building level administrators at schools with interscholastic competition will conduct a formal student survey every five years to receive input concerning student interest in interscholastic sports.

A sport may be added when the following criteria are met:

1. A sufficient number of students express interest in participating in a particular sport not currently being offered.

2. Appropriate facilities are available.

3. Regional competition exists in this sport.

Consideration for deletion of a sport from the athletic program of a school will be based on the adverse of the above criteria.

Participation rates of both boys and girls will be considered before adding or deleting any sports. Comparable sports opportunities will be maintained for both boys and girls.

Approved: September 2000
Revised: December, 2005
Extracurricular Activity Eligibility

Definitions

For purposes of this policy, the following definitions apply:

1. “Activity” means any extracurricular or interscholastic activity including but not limited to any academic, artistic, athletic, recreational or other related activity offered by a public school.

2. “School of attendance” means the school in which a student is enrolled and attends classes.

3. “School district of residence” means the school district in which a student resides.

4. “School of participation” means a school in which the student participates in an activity but is not the student’s school of attendance.

Participation in activities

All students meeting eligibility requirements are entitled to participate in extracurricular activities at their school of attendance. Subject to the same eligibility requirements, the district shall allow students enrolled in any school (including charter schools, nonpublic schools and home schools) to participate on an equal basis in any activity offered by the district that is not offered at a student’s school of attendance.

If an activity is not available at a student’s school of attendance, the student may choose to participate at another public or non-public school in the district of attendance or district of residence. When choosing, the student must choose the school that offers the greatest number of activities in which the student wishes to participate. If the original school of participation chosen by the student does not offer an activity in which the student wishes to participate, the student may participate in activities at more than one school of participation during the same school year.

If an activity is not offered by either the district of attendance or the district of residence, the student may seek to participate in a contiguous school district or at the nearest public school that offers the activity even if the school is not in a contiguous school district. However the district will choose the specific school of participation. When choosing, that district must choose the school that offers the greatest number of activities in which a student wishes to participate.
With regard to athletic teams, the school of participation may reserve slots for up to twice the number of starting positions on the team at each level of competition for students enrolled in the district. With regard to individual athletic activities, the school of participation may reserve slots for up to half the total number of team members at each level of competition for students enrolled in the district.

Students who are residents of the school district but who are being educated in a home school may participate provided they comply with all laws governing non-public home-based education.

**Eligibility requirements**

To participate in activities at a school of attendance, a student shall meet all of the requirements imposed by the school of attendance.

To participate in activities at a school of participation students must comply with:

1. All eligibility requirements imposed by the school of participation.

2. The same responsibilities and standards of behavior, including related classroom and practice requirements that apply to enrolled students.

If a student has not met all of the eligibility requirements or if the student would have become ineligible to participate at a school, the student cannot gain or regain eligibility by applying to participate in activities at another school. Any penalties assessed to the student must first be paid at the school of attendance or participation before regaining eligibility to participate at another school.

**Transfer students**

If a student transfers enrollment to another school without an accompanying change of domicile by the student’s parent/guardian, the student’s eligibility to participate is determined by the district’s eligibility requirements and Colorado High School Activities Association (CHSAA) rules.

**CHSAA requirements**

Eligibility requirements as published by the Colorado High School Activities Association (CHSAA) shall be observed by all students at the high school level.

Additional eligibility requirements may be imposed by the school district for both high school and middle school students.
Such eligibility requirements shall include good citizenship, acceptable academic standing, parental permission and good health (sports only). All eligibility requirements shall be published in applicable student/parent handbooks.

Student participation in an activity through any amateur association or league that is not a member of Colorado High School Activities Association (CHSAA) shall not prevent the student from participating or affect eligibility to participate in the same activity at any school as long as the student has the express written permission of the principal at the school of participation, the student’s class attendance is not compromised and the student is in good academic standing.

**Appeal**

Any student who is sanctioned or is found by the school, school district or CHSAA to be ineligible to participate in any extracurricular activity may appeal the sanction or finding. Students may not appeal sanctions for unsportsmanlike conduct or ejection from the activity.

As an alternative, a student may bypass the appeal process by filing a request for binding arbitration with the school district or entity issuing the sanction or finding. The cost associated with the arbitration procedure shall be shared according to state law. The parties shall select an arbitrator and proceed as provided in state law. Students may not appeal a coach’s team rules that are uniformly applied to all team members.

Adopted by the Board: February 2000  
Revised by the Board: December, 2005

**LEGAL REFS.:** C.R.S. 22-32-116.5  
C.R.S. 22-33-104.5 (6)

**CROSS REFS.:**  
*Administration policies:*  
JJ, Student Activities  
JLA, Student Insurance Programs  
JLCA, Physical Examinations of Students
Extracurricular Activity Eligibility

The following rules shall govern participation in all school-approved extracurricular activities:

1. Participants must be enrolled in the district as full-time middle school students or high school students in courses that will earn three Carnegie units of credit per semester or enrolled in a nonpublic home-based program or an independent or parochial school taking an equivalent number of classes.

2. Students enrolled in the district must be in attendance at school for the entire school day in order to participate in any school-sponsored activity that is conducted on that day. In cases of emergency or extenuating circumstances, the principal or designee may grant an exception to this limitation. The attendance requirement will not apply to other students since the district cannot effectively monitor their daily attendance.

3. Students must submit a physical examination statement to the school before participating in any sport.

4. Students must have emergency treatment, district parent permission and athletic insurance waiver forms, if applicable, filled out, signed and on file with the school before being allowed to practice in a sport or participate in any activity.

5. Students violating the district code of conduct will be ineligible until they have complied with all disciplinary sanctions.

Adopted: December, 2005

CROSS REF.:
Administration policy:
JICDA, Code of Conduct
Student Discipline

The district believes that effective student discipline is a prerequisite for sound educational practice and productive learning. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior.

All policies and procedures for handling general and major student discipline problems shall be designed to achieve these broad objectives. Disorderly students shall be dealt with in a manner which allows other students to learn in an atmosphere which is safe, conducive to the learning process and free from unnecessary disruptions.

The district in accordance with state law has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code also emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action.

All district policies and regulations containing the letters “JK” in the file name constitute the discipline section of the legally required code.

Immunity for enforcement of discipline code

An act of a teacher or other employee shall not be considered child abuse if the act was performed in good faith and in compliance with district policy and procedures.

A teacher or any other person acting in good faith and in compliance with the discipline code adopted by the district shall be immune from civil liability unless the person is acting willfully or wantonly. It is an affirmative defense in any criminal action that a person is acting in good faith and in compliance with the discipline code.

Disciplinary information to school personnel

In accordance with state law, the principal or designee is required to communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. The purpose of this requirement is to keep school personnel apprised of situations that could pose a risk to the safety and welfare of others.

For purposes of this policy, “disciplinary information” means confidential records maintained by or in possession of the principal or designee on an individual student.
which indicate the student has committed an overt and willful act which constitutes a violation of the district’s code of student conduct and/or there is reasonable cause to believe, through information provided to the principal from another credible source, that the student could pose a threat to the health and safety of other students and school personnel based on prior misbehavior.

“Disciplinary information” is intended to include only that information of a serious nature that is not otherwise available to teachers and counselors as part of the education records maintained on students or other reports of disciplinary actions. It is appropriate for instructional staff members to request disciplinary information from the principal or designee on students in their classrooms if there is concern that the student poses a threat to the safety of other students or school officials.

Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person. The principal or designee is required to inform the student and the student’s parent/guardian when disciplinary information is communicated and to provide a copy of the disciplinary information. The student and/or the student’s parent/guardian may challenge the accuracy of disciplinary information through the administrative regulations which accompany this policy.

Remedial discipline plans

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

Discipline of habitually disruptive students

Students who have been suspended three times for causing a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events during the school year shall be declared habitually disruptive students. Expulsion is mandatory for habitually disruptive students. Any student enrolled in the district’s schools may be subject to being declared an habitually disruptive student.

Discipline of special education students

Appropriate discipline for special education students shall be in accordance with the student's individual education plan (IEP), any behavior intervention plan and policy JK*-2, Discipline of Students with Disabilities. In order to comply with all state and
federal laws, the special education director shall be contacted prior to the use of any disciplinary measure which is not authorized by the student’s IEP or behavior intervention plan.

**Distribution of conduct and discipline code**

The superintendent shall arrange to have the conduct and discipline code distributed once to each student in elementary, middle, junior high and high school and once to each new student in the district. Copies shall be posted in each school of the district. In addition, any significant change in the code shall be distributed to each student and posted in each school.

The superintendent shall consult with administrators, teachers, parents, students and other members of the community in the development of the conduct and discipline code.

Adopted by the Board: September 2000
Revised by the Board: December, 2005

**LEGAL REFS.:**
C.R.S. 18-6-401 (1) *(definition of child abuse)*  
C.R.S. 22-32-109.1 (2)(a) *(adoption and enforcement of discipline code)*  
C.R.S. 22-32-109.1 (2)(a)(III) *(discipline of habitually disruptive students is required part of safe schools plan)*  
C.R.S. 22-32-109.1 (3) *(agreements with state agencies)*  
C.R.S. 22-32-109.1 (9) *(immunity provisions in safe schools law)*  
C.R.S. 22-32-126 (5) *(disciplinary information to staff)*  
C.R.S. 22-33-106 (1)(a-e) *(grounds for suspension, expulsion and denial of admission)*  
C.R.S. 22-33-106 (1)(c.5) *(habitually disruptive students)*  
C.R.S. 22-33-202 *(identification of at-risk students)*

**Jensen v. Reeves,** *United States Court of Appeals for the 10th Circuit, Case No. 99-4142,* by Murphy, J.; Anderson, J.; and Kane, J.; entered February 9, 2001. *(schools can disclose disciplinary information to victims and witnesses in some circumstances)*

**CROSS REFS.:**
*Administration policies:*
  - JIC, Student Conduct, and sub codes  
  - JK sub codes, (all relate to student discipline) JK*-  
  - 2, Discipline of Students with Disabilities JKBA*+  
  - Disciplinary Removal from Classroom JRA/JRC  
  - Student Records/Release of Information on Students

*Board policies:*
  - EL-9, Treatment of Students, Parents and Community  
  - EL-10, Student Conduct, Discipline and Attendance
Student Discipline

Disciplinary information

Open communication between principals and the professional staff is essential to accomplish the educational mission of the district. It is recognized that principals have access to information about individual students that may not be otherwise available to others because this information is not recorded as part of the student’s education record. To assure that information is shared with the professional staff that may be important to understanding the particular needs of individual students and any potential risk that a student might pose to the safety or welfare of others, state law requires that the principal take steps to communicate this information to teachers and counselors who have direct contact with the student.

In addition, to make sure that the information communicated is accurate, state law gives students and parents/guardians the right to challenge disciplinary information.

Whenever the principal or designee determines that disciplinary information as defined in district policy must be communicated to a teacher or counselor, the following steps will be followed:

1. The principal will prepare a brief written statement which sets forth the information to be communicated to a teacher or counselor pertaining to an individual student. If disciplinary information regarding a disabled student is transmitted, the current IEP must also be included. The statement will indicate it is a confidential document. The source of the information will be noted, if applicable.

2. The principal will communicate the information in the statement to the teacher or counselor by providing a copy of the statement. Alternatively, the principal or designee may wait until the student or parent/guardian has had a chance to challenge the content of the statement before communicating the statement to any teachers or counselors. The teacher/counselor and principal or designee may discuss the information in the statement. The principal or designee will record the names of all individuals who are given a copy of the statement.

3. The principal or designee will take reasonable steps to see that the parent/guardian of a student under 18 years of age receives a copy of the written statement, by mailing it to the parent/guardian address provided on the student’s registration records or by sending it home with the student. In either case, the principal or designee will take reasonable steps to reach the parent/guardian by telephone to alert them to the fact the statement has been mailed or sent with the student. If a student is 18 years old or older ("eligible
student"), the written statement will be provided directly to the student and will not be provided to the parent/guardian unless the student gives consent.

4. The written statement will indicate that the student and/or parent/guardian may challenge the accuracy of the disciplinary information on the basis that it is inaccurate, false or misleading unless the statement is solely a summary of an incident for which the student and parent/guardian has already been afforded a due process hearing prior to imposition of school discipline. In that case, the challenge procedures do not apply.

Challenges

The following procedures apply when an interested person challenges the statement of disciplinary information:

Step 1

A Step 1 review will be requested in writing within seven days after receipt by the parent/guardian of the written statement. If the interested persons fail to file an intent to challenge within seven days after receiving a copy of the statement, the statement will stand as written and there will be no further opportunity to challenge that particular statement. If the student or parent/guardian challenges any part of the statement, the principal should review the part of the statement being challenged and may, by mutual agreement with the person making the challenge, destroy, delete or add the information in question.

Step 2

If the principal does not agree to change the written statement as requested during the Step 1 review, the student or parent/guardian may request an informal hearing with the superintendent within 10 days after the principal's decision not to change the written statement. This request must be in writing and will state the reasons for the request. The principal may file a written response to the request for a Step 2 review to be considered by the superintendent. The superintendent will make a decision within 10 school days after receiving the request for Step 2 review. The superintendent may take whatever steps necessary to make a determination about the content of the statement, including discussing the matter with the student and parent/guardian and/or principal and making independent inquiries to determine the veracity of the statement.

The superintendent may decide that the statement should be revised in accordance with the student or parent/guardian position or may decide to uphold the principal’s statement as accurate. The superintendent’s decision is final.

Once an appeal has been held on the disciplinary information contained in a statement, that statement may be communicated to teachers/counselors during the 2 of 4
school year without any further challenge. If the statement had been communicated prior to the conclusion of the challenge, and changes were made to the statement, the principal or designee will see that all those who received the original statement are provided a copy of the revised statement.

Any teacher or counselor who receives a statement containing disciplinary information will maintain the confidentiality of the information and will not communicate the information to any other person. A violation of this provision will result in appropriate disciplinary action.

Remedial discipline plans

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

2. To develop the plan, the principal will arrange for a meeting with the student, the student’s parent/guardian and any members of the staff whom the principal believes should attend.

3. The purpose of the meeting will be to address the reasons for the student’s disruptive behavior and cooperatively to establish goals, objectives and timelines to modify such behavior. A written plan will be prepared which addresses the student’s disruptive behavior, educational needs and what steps are necessary to keep the child in school. The plan will include incentives for good behavior and consequences if the student is disruptive in violation of the plan.

4. The plan may be written in the form of a contract which the student and the parent/guardian will sign and date.

5. The parent/guardian will be provided a copy of the remedial discipline plan and it will be placed in the student’s cumulative file.

Habitually disruptive students

A student will be declared “habitually disruptive” if suspended three times during the course of the school year for causing a material and substantial disruption in the classroom, on school grounds or at school activities or events because of student behavior that was initiated, willful and overt.

1. The principal will inform the superintendent if a student is suspended for a second time for causing a material and substantial disruption.
2. The student and the parent/guardian will be notified in writing of each suspension which counts toward declaring the student habitually disruptive. The student and parent/guardian will also be notified in writing and by telephone or other oral communication of the definition of "habitually disruptive student" and the mandatory expulsion of such students.

4. District procedures for expulsion will be initiated when the student is suspended for the third time. The period of suspension will be extended, if necessary, to conduct an expulsion proceeding.

Adopted by the Board: September 2000
Revised by the Board: December, 2005
Discipline of Students with Disabilities

Students with disabilities are neither immune from a school district’s disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their IEP, any behavioral intervention plan and this policy.

Nothing in this policy shall prohibit an IEP team from establishing consequences for disruptive or unacceptable behavior as a part of the student’s IEP. The plan shall be subject to all procedural safeguards established by the IEP process.

Suspension for up to 10 school days

Students with disabilities may be suspended for up to 10 days in any given school year for violations of the student code of conduct. These 10 days need not be consecutive. During any such suspension, the student shall not receive services.

Manifestation determination

When a disciplinary change in placement is being considered beyond 10 days in a given school year related to a disabled student’s behavior, the IEP team and other qualified district personnel shall review the relationship between the student’s disability and the behavior. Such a review must take place immediately, if possible, but no later than 10 school days from the date of the decision to take disciplinary action.

The team will determine whether the student’s behavior is a manifestation of the disability and whether the student’s disability impaired his or her ability to control or understand the impact and consequences of the behavior.

The following alternative placements shall be considered:

1. Placement at a different school in the district
2. Placement in a school in a neighboring district
3. Placement in an alternative school
4. Placement in a private school
5. Placement in a day treatment facility
6. Placement in a residential school

**Disciplinary action for behavior that is not a manifestation**

Once the team determines that the behavior was not a manifestation of the disability, disciplinary procedures shall be applied to the student in the same manner as applied to non-disabled students.

During any period of suspension or change of placement beyond 10 days in any given school year, services shall be provided to the extent necessary to enable the student to continue to appropriately progress in the general curriculum and appropriately advance toward the goals of the IEP.

**Disciplinary action and/or alternative placement for behavior that is a manifestation**

A student with disabilities whose behavior is determined to be a manifestation of his or her disability may not be expelled but shall have his/her individual education plan (IEP) reviewed by the appropriate IEP team. The team shall review the IEP for appropriateness of services and the need for a more restrictive or alternate placement.

In addition to any disciplinary action provided for in the IEP or behavioral intervention plan, a disabled student may be suspended or removed to an alternative setting for up to an additional 10 school days in any given school year, beyond any 10 day suspension already given in that year, to the extent suspension would be applied to non-disabled students.

Disabled students carrying weapons to school or possessing, selling, or soliciting drugs may be suspended or removed to an alternative setting for the same amount of time as would be applied to a non-disabled student, but not more than an additional 45 school days in any given school year, beyond any 10 day suspension already given in that year.

A hearing officer may order removal to an alternative setting for 45 days, beyond any 10 day suspension already given in that year, when the district demonstrates by substantial evidence that maintaining the student’s current placement is substantially likely to result in injury to the student or others.

Either before or within 10 days after any change in placement or suspension (beyond any 10 day suspension already given in that year) related to a disciplinary problem, the IEP team must meet to determine an appropriate alternative setting, to develop a behavioral assessment plan or to review and modify an existing intervention plan, and review and modify the IEP where necessary.
During any period of suspension or change of placement beyond 10 days in any given school year, services shall be provided to the extent necessary to enable the student to continue to appropriately progress in the general curriculum and appropriately advance toward the goals of the IEP.

**Expedited hearings**

An expedited hearing is available when:

1. the parent/guardian disagrees with the IEP team’s determination regarding manifestation or with any decision regarding placement.

2. the parent/guardian disagrees with the proposed new placement following an interim alternative placement.

3. the district believes it is dangerous for the student to be returned to the previous placement.

During any challenge to placement, the student will stay in the alternative placement.

**Students not identified as disabled**

Students who have not been identified as disabled may be subjected to the same disciplinary measures applied to children without disabilities if the district did not have "knowledge" of the disability.

The district has knowledge of the disability when:

1. the parent/guardian has expressed concern in writing that the student needs special education.

2. the student’s behavior or performance has demonstrated such a need.

3. the parent/guardian has requested an evaluation.

4. the student’s teacher or other district personnel have expressed concern about the student’s behavior or performance to the director of special education or other district personnel.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited.

Adopted by the Board: August 1993
Revised by the Board: April 1995
Revised by the Board: December, 2005
LEGAL REFS.: C.R.S. 22-33-106 (1)(c)
   C.R.S. 22-20-101 et seq. (Exceptional Children’s Education Act) 20
   U.S.C. §1401 et seq. (Individuals with Disabilities Education Act)

CROSS REFS.:
   Administration policies:
      IHBA, Special Education/Programs for Handicapped/Disabled/Exceptional
            Students
      JIC, Student Conduct, and sub codes
      JK, Student Discipline, and sub codes
      JRA/JRC, Student Records/Release of Information on Students

   Board policies:
      EL-9, Treatment of Students, Parents and Community
      EL-10, Student Conduct, Discipline and Attendance
Use of Physical Intervention and Restraint

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

Physical intervention

Corporal punishment shall not be administered to any student by any school personnel.

Within the scope of their employment, school personnel may use reasonable and appropriate physical intervention with a student to accomplish the following:

1. To quell a disturbance threatening physical injury to the student or others.

2. To obtain possession of weapons or other dangerous objects upon or within the control of the student.

3. For the purpose of self-defense.

4. For the protection of persons against physical injury or to prevent the destruction of property which could lead to physical injury to the student or others.

Under no circumstances shall a student be physically held for more than five minutes unless the provisions regarding restraint contained in this policy and accompanying regulation are followed.

Restraint

Restraint is defined by state law and this policy as any method or device used to involuntarily limit a student’s freedom of movement, including, but not limited to, bodily physical force, mechanical devices, chemicals and seclusion. Restraint, however, does not include the holding of a student for less than five minutes by a district employee for the protection of the student or others; brief holding of a student by one adult for the purpose of calming or comforting the student; minimum physical contact for the purpose of safely escorting the student from one area to another; or minimal physical contact for the purpose of assisting the student in completing a task or response.

School personnel shall not use restraint as a punitive form of discipline or as a threat to control or gain compliance of a student’s behavior. School personnel are also prohibited from restraining a student by use of a mechanical restraint or
**chemical restraint**, as those terms are defined by applicable State Board of Education rules and this policy’s accompanying regulation.

Restraint shall only be administered by district employees trained in accordance with applicable State Board of Education rules.

**Exceptions**

The restraint provisions in this policy and accompanying regulation shall not apply:

1. to peace officers as defined by C.R.S. 16-2.5-101 *et seq.* who are acting within the scope of their employment or in accordance with C.R.S. 16-3-109; or

2. when the district is engaged in transporting a student from one facility or location to another and when it is within the scope of the district's powers and authority to effect such transportation.

**Adopted: November, 2010**

**LEGAL REFS.:**

- C.R.S. 18-1-703 (*use of physical force by those supervising minors*)
- C.R.S. 18-6-401 (1) (*definition of child abuse*)
- C.R.S. 19-1-103 (1) (*definition of abuse and neglect*)
- C.R.S. 22-32-109.1 (2)(a) (*adoption and enforcement of discipline code*)
- C.R.S. 22-32-109.1 (2)(a)(IV) (*policy required as part of safe schools plan*)
- C.R.S. 22-32-109.1 (9) (*immunity provisions in safe schools law*)
- C.R.S. 26-20-101 *et seq.* (*Protection of Persons from Restraint Act*)
- 1 CCR 301-45 (*State Board of Education rules for the Administration of the Protection of Persons from Restraint Act*)
Use of Physical Intervention and Restraint

A. Definitions

In accordance with the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, the following definitions apply for purposes of this regulation and accompanying policy (JKA.)

1. “Restraint” means any method or device used to involuntarily limit freedom of movement, including but not limited to, bodily physical force, mechanical devices, chemicals and seclusion.

2. “Physical restraint” means the use of bodily, physical force to involuntarily limit an individual’s freedom of movement. “Physical restraint” does not include:
   a. holding of a student for less than five minutes by a staff person for the protection of the student or others;
   b. brief holding of a student by one adult for the purpose of calming or comforting the student;
   c. minimal physical contact for the purpose of safely escorting a student from one area to another;
   d. minimal physical contact for the purpose of assisting the student in completing a task or response.

3. “Mechanical restraint” means a physical device used to involuntarily restrict the movement of a student or the movement or normal function of the student’s body. “Mechanical restraint” does not include:
   a. devices recommended by a physician, occupational therapist or physical therapist and agreed to by a student’s IEP team or Section 504 team and used in accordance with the student’s Individualized Education Program (IEP) or Section 504 plan;
   b. protective devices such as helmets, mitts, and similar devices used to prevent self-injury and in accordance with a student’s IEP or Section 504 plan;
   c. adaptive devices to facilitate instruction or therapy and used as recommended by an occupational therapist or physical therapist, and consistent with a student’s IEP or Section 504 plan; or
   d. positioning or securing devices used to allow treatment of a student’s medical needs.
4. “Chemical restraint” means administering medication to a student (including medications prescribed by the student’s physician) on an as needed basis for the sole purpose of involuntarily limiting the student’s freedom of movement. “Chemical restraint” does not include:

   a. prescription medication that is regularly administered to the student for medical reasons other than to restrain the student’s freedom of movement (e.g. Asthma-cort, medications used to treat mood disorders or ADHD, Glucagon); or
   b. the administration of medication for voluntary or life-saving medical procedures (e.g. EpiPens, Diastat).

5. “Seclusion” means the placement of a student alone in a room from which egress is involuntarily prevented. “Seclusion” does not mean:

   a. placement of a student in residential services in the student’s room for the night; or
   b. time-out.

6. “Time-out” is the removal of a student from potentially rewarding people or situations. A time-out is not used primarily to confine the student, but to limit accessibility to reinforcement. In time-out, the student is not physically prevented from leaving the designated time-out area and is effectively monitored by staff.

7. “Emergency” means serious, probable, imminent threat of bodily injury to self or others with the present ability to effect such bodily injury. Emergency includes situations in which the student creates such a threat by abusing or destroying property.

8. “Bodily injury” means physical pain, illness or any impairment of physical or mental condition as defined in C.R.S. 18-1-901(3)(c).

9. “State Board Rules” mean the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, 1 CCR 301-45, §§ 2620-R-1.00 et. seq.

10. “Parent” shall be as defined by the State Board rules at 1 CCR 301-45, § 2620-R-1-2.00(3.).
B. Basis for use of restraint

Restraints shall only be used:

1. In an emergency and with extreme caution; and

2. After:
   a. the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment); or
   b. a determination that such alternatives would be inappropriate or ineffective under the circumstances.

3. Restraints shall never be used as a punitive form of discipline or as a threat to gain control or gain compliance of a student’s behavior.

4. School personnel shall:
   a. use restraints only for the period of time necessary and using no more force than necessary; and
   b. prioritize the prevention of harm to the student.

C. Duties related to the use of restraint – general requirements

When restraints are used, school personnel shall ensure that:

1. no restraint is administered in such a way that the student is inhibited or impeded from breathing or communicating;

2. no restraint is administered in such a way that places excess pressure on the student’s chest, back, or causes positional asphyxia;

3. restraints are only administered by staff who have received training in accordance with the State Board rules;

4. opportunities to have the restraint removed are provided to the student who indicates he/she is willing to cease the violent or dangerous behavior;

5. when it is determined by trained district staff that the restraint is no longer necessary to protect the student or others (i.e. the emergency no longer exists), the restraint shall be removed; and
6. the student is reasonably monitored to ensure the student’s physical safety.

Additionally, in the case of seclusion, staff shall reintegrate the student or clearly communicate to the student that the student is free to leave the area used to seclude the student.

D. Proper administration of specific restraints

1. Chemical restraints shall not be used by school personnel. This provision shall not apply to armed security officers who have received documented training in defensive tactics utilizing handcuffing procedures and are detaining the student for law enforcement purposes.

2. Physical restraint

   a. a person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student.
   b. a restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised.
   c. a student shall be released from physical restraint within fifteen (15) minutes after the initiation of the restraints, except when precluded for safety reasons.

3. Seclusion

   a. relief periods from seclusion shall be provided for reasonable access to toilet facilities; and
   b. any space in which a student is secluded shall have adequate lighting, ventilation and size. To the extent possible under the specific circumstances, the space should be free of injurious items.

E. Notification requirements

1. If there is a reasonable probability that restraint might be used with a particular student, appropriate staff shall notify, in writing, the student’s parents, and, if appropriate, the student of:

   a. the restraint procedures (including types of restraints) that might be used;
   b. specific circumstances in which restraint might be used; and
   c. staff who may be involved.
2. For students with disabilities with IEPs, if the parents request a meeting with school personnel to discuss the notification, the district (in cooperation with the South Central BOCES) shall ensure that the meeting is convened.

3. The required notification may occur at the meeting where the student’s behavior plan or IEP is developed/reviewed.

F. Documentation requirements

1. If restraints are used, a written report shall be submitted within one school day to the building principal. If the student is a special education student, the report shall also be submitted to the Director of Special Education for the South Central BOCES.

2. The school principal or designee shall verbally notify the parents as soon as possible but no later than the end of the school day that the restraint was used.

3. A written report based on the findings of the staff review required by paragraph G. below shall be e-mailed, faxed or mailed to the student’s parent within five calendar days of the use of restraint. The written report of the use of restraint shall include:
   a. the antecedent to the student’s behavior if known;
   b. a description of the incident;
   c. efforts made to de-escalate the situation;
   d. alternatives that were attempted;
   e. the type and duration of the restraint used;
   f. injuries that occurred, if any; and
   g. the staff present and staff involved in administering the restraint.

4. A copy of the written report on the use of restraint shall be placed in the student’s confidential file.

G. Review of specific incidents of restraint

1. The district, (in consultation with the South Central BOCES), shall ensure that a review process is established and conducted for each incident of restraint used. The purpose of this review shall be to ascertain that appropriate procedures were followed and to minimize future use of restraint.

2. The review shall include, but is not limited to:
a. staff review of the incident;
b. follow up communication with the student and the student’s family;
c. review of the documentation to ensure use of alternative strategies; and
d. recommendations for adjustment of procedures, if appropriate.

3. If requested by the district or the student’s parents, the district shall convene a meeting to review the incident. For students with IEPs, such review may occur through the IEP process.

H. General review process

1. The district (in consultation with the South Central BOCES) shall ensure that a general review process is established, conducted and documented in writing at least annually. The purpose of the general review is to ascertain that the district is properly administering restraint, identifying additional training needs, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.

2. The review shall include, but is not limited to:
   
a. analysis of incident reports, including all reports prepared pursuant to paragraphs F.1 and F.3 above and including, but not limited to, procedures used during the restraint, preventative or alternative techniques tried, documentation, and follow up;
b. training needs of staff;
c. staff to student ratio; and
d. environmental conditions, including physical space, student seating arrangements and noise levels.

I. Staff training

1. The district (in consultation with the South Central BOCES), shall ensure that staff utilizing restraint in schools are trained in accordance with the State Board rules.

2. Training shall include:
   
a. a continuum of prevention techniques;
b. environmental management;
c. a continuum of de-escalation techniques;
d. nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint;

e. methods to explain the use of restraint to the student who is to be restrained and to the student’s family; and

f. appropriate documentation and notification procedures.

3. Retraining shall occur at a frequency of at least every two years.

Adopted: November, 2010
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):
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Resolution:
_____ 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

Principal’s Signature

Superintendent’s Signature

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<tr>
<th>Checklist</th>
<th>Date</th>
<th>Comments</th>
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<tr>
<td>If an injury to staff or student has occurred, submit student accident report and/or staff incident report.</td>
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<tr>
<td>Building principal or designee verbally notify parent by end of the school day that the restraint was used.</td>
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<tr>
<td>Conduct internal review of incident of restraint.</td>
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<tr>
<td>Review documentation to ensure use of alternative strategies and recommend adjustments to procedures, if appropriate.</td>
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<tr>
<td>Report e-mailed, mailed or faxed to parent within 5 calendar days of the use of restraint.</td>
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<tr>
<td>If requested by parents or the school, convene a meeting (that may be an IEP, BIP or 504 meeting) to review the incident.</td>
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Copies: parent, student’s confidential file [required]

Adopted: November, 2010

2 of 3
Disciplinary Removal from Classroom

It is the policy of the district to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the district’s code of conduct and any other appropriate classroom rules of behavior established by the building principal and/or classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

A teacher is authorized to immediately remove a student from the teacher’s classroom if the student’s behavior:

1. violates the district’s code of conduct;
2. is dangerous, unruly, or disruptive; or
3. seriously interferes with the ability of the teacher to teach the class or other students to learn.

A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

Removal from class under this policy does not prohibit the district from pursuing or implementing additional disciplinary measures, including but not limited to detentions, suspensions, or expulsions for the conduct or behavior for which the student was removed.

The superintendent shall establish procedures to implement this policy so that removals from a classroom occur in a consistent manner throughout the district. Parents/guardians shall be notified of the student’s removal from class in accordance with established procedures.
Adopted by the Board: September 2000
Revised by the Board: December, 2005

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

CROSS REFS.:
Administration policies:
JIC, sub codes (all pertain to student conduct)
JK, Student Discipline, and sub codes

Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Disciplinary Removal from Classroom

Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students should be able to attend school and classes as free as reasonably possible from unnecessary and unwarranted distraction and disruption. Such behavior interferes with the classroom environment and will not be tolerated.

A student who engages in classroom conduct or behavior prohibited by the code of conduct may be removed from class by a teacher and placed temporarily in an alternative setting in accordance with these procedures.

For purposes of this policy and procedure, a “class” includes regular classes, special classes, resource room sessions, labs, study halls, library time, school assemblies and other such learning opportunities taught or supervised by a teacher of the district. “Teacher” means a person holding a teaching license issued by the state who is employed to instruct, direct or supervise the instructional program. It does not include substitute teachers as defined in state law.

Informal removal to the principal’s office

An informal removal from class occurs when a student breaks one or several classroom rules in a class period or during the school day. The teacher may remove a student by using approved discipline management techniques such as having the student stand in the hall outside the door or some other safe “time out” environment either in or out of the classroom, or sending the student to the principal’s office for a short period of time. Generally, the student will be allowed to return to his or her classroom later the same day. The procedures set forth below do not apply to an informal removal from class.

Formal removal from class

A teacher may formally remove a student from class for the following conduct or behavior:

1. Conduct that is prohibited in the student code of conduct. It should be noted that building administrators make decisions regarding suspension and the superintendent makes recommendations for expulsion. Thus, a teacher’s decision to remove a student from class for behavior covered by district policies regarding suspension and expulsion may, but does not necessarily, mean that the student will also be suspended or expelled.
2. Disruptive, dangerous, or unruly behavior. The following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous, or unruly:

   a. Inappropriate physical contact intended or likely to hurt, distract, or annoy others such as hitting, biting, pushing, shoving, poking, pinching, or grabbing;
   b. Inappropriate verbal conduct intended or likely to upset, distract, or annoy others such as name calling, teasing, or baiting;
   c. Behavior that may constitute sexual or other harassment;
   d. Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g., lecture by teacher, response by other student, presentation by visitor) or during quiet study time;
   e. Throwing any object, particularly one likely to cause harm or damage such as books, pencils, scissors, etc.;
   f. Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation, inciting others to walk out;
   g. Destroying or damaging the property of the school, the teacher or another student; or
   h. Loud, obnoxious, or outrageous behavior.

3. Conduct that otherwise interferes with the ability of the teacher to teach effectively. Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly, and responding appropriately when called upon. A student’s noncompliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student’s inappropriate behavior. By way of example and without limitation, this behavior includes:

   a. Open defiance of the teacher, manifest in words, gestures, or other overt behavior;
   b. Open disrespect of the teacher, manifest in words, gestures, or other overt behavior; or
   c. Other behavior likely or intended to sabotage or undermine classroom instruction.

**Procedures to be followed for formally removing a student from class**

Unless the behavior is extreme as determined by the teacher, a teacher shall warn a student that continued misbehavior may lead to removal from class. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action:
1. Instruct the student to go to the main office. Unless prevented by the immediate circumstances, the teacher shall send a note with the student stating the reason for the student’s removal and call the building principal’s office.

2. Obtain coverage for the class and escort the student to the main school office. The teacher shall inform the building principal or designee of the reason for the student’s removal from class.

3. Seek assistance from the main school office or other available staff. When assistance arrives, the teacher or the other staff member should accompany the student to the main office. The principal or designee shall be informed of the reason for the student’s removal.

Within 24 hours of the student’s removal from class, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the student’s removal from class.

**Notice to parent/guardian**

As soon as practicable, the building principal or designee shall notify the student’s parent/guardian, in writing, that the student was removed from class. The written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The notice shall provide an opportunity for the parent/guardian to attend a student-teacher conference regarding the removal. If the student’s removal from class is also subject to disciplinary action (i.e., suspension or expulsion) for the particular classroom misconduct, the student’s parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

**Placement procedures**

Each building principal shall designate a room or other suitable place in the school to serve as the short-term removal area.

When the student arrives at the main office, the building principal or designee shall give the student an opportunity to briefly explain the situation. If the building principal or designee is not available immediately upon the student’s arrival, the student will be taken to the designated short-term removal area and the principal or designee will speak to the student as soon as practicable.

At the discretion of the building principal or designee, the student may be placed in another appropriate class, program or educational setting, provided students are supervised in such alternative setting.
Students placed in the short-term removal area shall be supervised. During their time of placement, students are expected to do work of an academic nature. If possible, such work shall be related to the work in the class from which the student was removed or may be related to the student’s misconduct. In no event shall a student’s time in the short-term removal area be recreation or other free time.

In most cases, a student shall remain in the short-term removal area for the duration of the class from which he or she was removed. Prior to allowing the student to resume his or her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building principal or designee may consider a different placement option.

**Behavior plan**

The principal or designee and teacher shall consider whether a behavior plan should be developed for the student upon the student’s first removal from class. The behavior plan will be similar, if not the same, as a remedial discipline plan developed for disruptive students in accordance with policy JK. A behavior plan shall be developed after the teacher formally removes a student from class for the second time.

**Removal for remainder of term**

Upon the third formal removal from class, a student shall be officially removed from the teacher’s class for the remainder of the term. The principal shall be responsible for determining the appropriate educational placement of the student, which may or may not be another section of the same class, depending on a variety of circumstances. The principal’s decision regarding placement is final.

Once a student is officially removed from class, a loss of credit may occur if the principal determines that it would be too disruptive to enroll the student in another class after the start of the term.

**Review by principal**

The principal is required to collect data pertaining to the number of students who are removed from class during the year. This information will be reported to the public on the safety section of the school report card. While there are a variety of factors to consider when analyzing this data, an unusually high number of formal documented student removals from any one teacher may be cause for concern. The principal shall review this data with teachers at least annually.
A student may be removed from a classroom by a teacher only in accordance with the requirements of this policy and the applicable provisions of state and federal law. All teacher actions under this policy shall be subject to evaluation and supervision by the teacher's supervisor as provided in school district policies and procedures, including the evaluation policy.

Approved: September 2000
Revised: December, 2005
Suspension/Expulsion of Students

The district shall provide due process of law to students, parents/guardians and school personnel through written procedures consistent with law for the suspension or expulsion of students and the denial of admission.

As an alternative to suspension, the principal or designee at personal discretion may permit the student to remain in school with the consent of the student’s teachers if the parent/guardian attends class with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulations.

This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student’s presence in school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

Delegation of authority

1. The Board of Education has delegated to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in that school for not more than five school days on the grounds stated in C.R.S. 22-33-106 (1) (a), (1) (b), (1) (c) or (1) (e) or not more than 10 school days on the grounds stated in C.R.S. 22-33-106 (1) (d) unless expulsion is mandatory under law (see exhibit coded JKD/JKE-E), but the total period of suspension shall not exceed 25 school days.

2. The Board of Education has delegated to the superintendent of schools the authority to suspend a student, in accordance with C.R.S. 22-33-105, for an additional 10 school days plus up to and including an additional 10 days necessary in order to present the matter to the Board.

3. The Board of Education has delegated to the superintendent of schools or to a designee who shall serve as a hearing officer the authority to deny admission to or expel for any period not extending beyond one year any student whom the superintendent, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the district. If the hearing is conducted by a designee serving as a hearing officer, the hearing officer shall prepare findings of fact and recommendations for the superintendent at the conclusion of the hearing. The superintendent shall render a written opinion in the expulsion matter within five days after the
hearing whether the hearing is conducted by the hearing officer or the superintendent.

The superintendent shall report on each case acted upon at the next meeting of the Board, briefly describing the circumstances and the reasons for action taken. Such denial of admission or expulsion by the superintendent shall be subject to appeal to the Board. The appeal shall consist of a review of the facts that were presented, arguments relating to the decision and questions of clarification from the Board.

Expulsion for unlawful sexual behavior or crime of violence

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

The information shall be used by the superintendent to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The superintendent shall recommend appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies.

The Board may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of the district to provide an alternative educational program for the student as specified in state law.

Annual reports

The district annually shall report to the State Board of Education the number of students expelled from district schools for disciplinary reasons or for failure to submit certificates of immunization. Expelled students shall not be included in calculating the dropout rate for the school or the district.

Information to parents

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

If a student is expelled for the remainder of the school year and is not receiving educational services through the district pursuant to policy JKF*, the school district shall contact the expelled student’s parent or guardian at least once every 60 days until the beginning of the next school year to determine whether the child is receiving educational services from some other source.

Adopted by the Board: September 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 16-22-102(9) (unlawful sexual behavior)
C.R.S. 18-1.3-406 (crime of violence)
C.R.S. 22-32-109.1 (2)(a) (adoption and enforcement of discipline code)
C.R.S. 22-32-109.1 (2)(a)(V) (policy required as part of safe schools plan)
C.R.S. 22-32-109.1 (3) (agreements with state agencies)
C.R.S. 22-33-105 (suspension, expulsion and denial of admission)
C.R.S. 22-33-106 (grounds for suspension, expulsion and denial of admission)
C.R.S. 22-33-106.3 (use of student’s written statements in expulsion hearings)
C.R.S. 22-33-106.5 (information concerning offenses committed by students)
C.R.S. 22-33-107 (compulsory attendance law)
C.R.S. 22-33-107.5 (notice of failure to attend)
C.R.S. 22-33-108 (juvenile judicial proceedings)
C.R.S. 25-4-903 (1) (immunization)

CROSS REFS.: Administration policies:
GBGB, Staff Personal Security and Safety
JEA, Compulsory Attendance Ages
JF, Admission and Denial of Admission
JIC, Student Conduct, and subcodes
JK*-2, Discipline of Students with Disabilities
JKF*, Educational Alternatives for Expelled Students

Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Suspension/Expulsion of Students

A. Procedure for suspension of 10 days or less

Through written policy the Board of Education has delegated to any school principal the power to suspend a student for not more than five or 10 days, depending upon the type of infraction. Pursuant to policy JKD/JKE, the superintendent has been delegated the power to suspend a student for additional periods of time. However, the total period of suspension will not exceed 25 school days. As a general rule, a suspension will be 10 days or less.

The following procedures will be followed in any suspension, unless the student is suspended pending an expulsion proceeding, in which case the expulsion procedures will apply.

When the term "parent/guardian" is used, it refers to the parent/guardian of students under 18 years of age; if the student is 18 years or older, it refers to the student. All references to parent/guardian are intended to also include legal custodian.

1. Notice. The principal, designee or the superintendent at the time of contemplated action will give the student and the parent/guardian notice of the contemplated action. Such notice may be oral or in writing. If oral, such notice will be given in person. If written, delivery may be by United States mail addressed to the last known address of the student or student’s parent/guardian.

2. Contents of notice. The notice will contain the following basic information:
   a. A statement of the charges against the student.
   b. A statement of what the student is accused of doing.
   c. A statement of the basis of the allegation. Specific names may be withheld if necessary to shield a witness.

   This information need not be set out formally but should sufficiently inform the student and parent/guardian of the basis for the contemplated action.

3. Informal hearing. In an informal setting, the student will be given an opportunity to admit or deny the accusation and to give his or her version of the events. The administrator may allow the student to call witnesses or may personally call the accuser or other witnesses. The administrator may
hold a more extensive hearing in order to gather relevant information prior to making a decision on the contemplated action.

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

5. **If the student's presence in school presents a danger.** Notice and an informal hearing need not be given prior to removal from school where a student’s presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. In this case, an informal hearing will follow as soon after the student’s removal as practicable.

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

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

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

9. **Make-up work.** Suspended students will be provided an opportunity to make up schoolwork during the period of suspension, so the student is able to reintegrate into the educational program of the district following the period of suspension. Students will receive 70% credit for makeup work which is completed satisfactorily.
B. Procedure for expulsion or denial of admission

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

1. **Notice.** Not less than thirty (30) days prior to the date of the contemplated action, the Board of Education or an appropriate administrative officer of the district will cause written notice of such proposed action to be delivered to the student and the student’s parent/guardian. Such delivery may be by United States mail addressed to the last known address of the student or the student’s parent/guardian.

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

3. **Contents of Notice.** The notice will contain the following basic information:
   a. A statement of the basic reasons alleged for the contemplated denial of admission or expulsion.
   b. A statement that a hearing on the question of expulsion or denial of admission will be held if requested by the student or parent/guardian within 7 days after the date of the notice.
   c. A statement of the date, time and place of the hearing in the event one is requested.
   d. A statement that the student may be present at the hearing and hear all information against him or her, that the student will have an opportunity to present such information as is relevant and that the student may be accompanied and represented by a parent/guardian and an attorney.
   e. A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.

4. **Conduct of hearing.** A hearing may be requested by the parent/guardian. Such hearing will be conducted by the superintendent. The hearing may be conducted in open session or may be closed except to those individuals deemed advisable by the superintendent but including in all events the student, the parent/guardian and, if requested, an attorney. Such individuals as may have pertinent information will be admitted to a closed hearing to the extent necessary to provide such information.
Testimony and information may be presented under oath. However, technical rules of evidence will not be applicable, and the superintendent may consider and give appropriate weight to such information or evidence he or she deems appropriate. The student’s written statement, if any, may be presented as evidence in accordance with applicable law. The student or representative may question individuals presenting information.

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

The superintendent will prepare specific factual findings and issue a written decision within five days after the hearing.

5. **Appeal.** Within 7 days after the decision of the superintendent, the student may appeal the decision to the Board. Failure to request an appeal within 7 days will result in a waiver of the right to appeal and the superintendent’s decision will become final.

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

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

6. **Parental responsibility.** Upon expelling a student, district personnel will provide information to the student’s parent/guardian concerning the educational alternatives available to the student during the period of expulsion, including the right to request that the district provide services during the expulsion. If the parent/guardian chooses to provide a home-based education program for the student, district personnel will assist the parent/guardian in obtaining appropriate curricula for the student if requested by the parent/guardian.
If a student is expelled for the remainder of the school year, the school district will contact the expelled student’s parent/guardian at least once every 60 days until the beginning of the next school year to determine whether the child is receiving educational services. District personnel need not contact the parent/guardian after the student is enrolled in another school district or in an independent or parochial school, or if the student is committed to the department of human services or sentenced to a juvenile or adult detention facility.

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

   a. the expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment or was placed in a diversion program as a result of committing the offense for which the student was expelled;

   b. there is an identifiable victim of the expelled student’s offense; and

   c. the offense for which the student was expelled does not constitute a crime against property.

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

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

**C. Procedure for crimes of violence or unlawful sexual behavior**

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

1. The superintendent will make a preliminary determination whether the district will proceed with an expulsion hearing, based on the following factors:

   a. Whether the student has exhibited behavior that is detrimental to the safety, welfare and morals of other students or school personnel.
b. Whether educating the student in school may disrupt the learning environment, provide a negative example for other students or create a dangerous and unsafe environment for students, teachers and other school personnel.

2. If it is determined that the student should not be educated in the schools of the district, the district may suspend or expel the student, in accordance with the procedures set forth above.

3. Alternatively, suspension or expulsion proceedings may be postponed, pending the outcome of the court proceedings. If the suspension or expulsion proceedings are postponed, the student will not be permitted to return to school during that period. An appropriate alternative education program, including but not limited to, an online program authorized by state law or a home-based education program will be established for the student during the period pending the resolution of the juvenile proceedings. The time that a student spends in an alternative education program will not be considered a period of suspension or expulsion.

4. If the student pleads guilty to the charge, is found guilty or is adjudicated a delinquent juvenile, the district may proceed to suspend or expel the student following the procedures set forth in these regulations.

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

Adopted by the Board: April 22, 2008
Grounds for Suspension/Expulsion

According to Colorado Revised Statutes 22-33-106 (1) (a-e) and 3 (e) and 22-12-105 (3), the following shall be grounds for suspension or expulsion from a public school:

1. Continued willful disobedience or open and persistent defiance of proper authority.

2. Willful destruction or defacing of school property.

3. Behavior on or off school property which is detrimental to the welfare or safety of other pupils or of school personnel including behavior which creates a threat of physical harm to the child or other children.

4. Declaration as an habitually disruptive student for which expulsion shall be mandatory.
   a. For purposes of this paragraph, “habitually disruptive student” means a child who has been suspended pursuant to paragraph (1), (2), (3), or (5) of this exhibit three times during the course of the school year for causing a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events because of behavior that was initiated, willful and overt on the part of the child. Any student who is enrolled in a public school may be subject to being declared an habitually disruptive student.
   b. The student and the parent, legal guardian, or legal custodian shall have been notified in writing of each suspension counted toward declaring the student as habitually disruptive and the student and parent, legal guardian, or legal custodian shall have been notified in writing and by telephone or other means at the home or the place of employment of the parent or legal guardian of the definition of “habitually disruptive student” and the mandatory expulsion of such students.

5. Serious violations in a school building or in or on school property for which suspension or expulsion shall be mandatory.

   Expulsion is mandatory for:
   a. the sale of a drug or controlled substance as defined in C.R.S. 12-22-303
b. the commission of an act which if committed by an adult would be robbery pursuant to Part 3, Article 4, Title 18, C.R.S. or assault pursuant to Part 2, Article 3, Title 18, C.R.S. other than the commission of an act that would be third degree assault under C.R.S. 18-3-204 if committed by an adult.

c. the carrying, bringing, using or possessing a dangerous weapon without the authorization of the school or school district, except that if a student discovers that he or she has carried, brought or is in possession of a dangerous weapon and the student notifies a teacher, administrator or other authorized person in the school district, and as soon as possible delivers the dangerous weapon to that person, expulsion shall not be mandatory.

As used in paragraph c, “dangerous weapon” means:

1) A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm.

2) Any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.

3) A fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife or a pocket knife with a blade longer than three and one-half inches.

4) Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.

6. Repeated interference with a school’s ability to provide educational opportunities to other students.

7. Failure to comply with the provisions of Part 9, Article 4, Title 25, C.R.S. (immunization requirements). Any suspension, expulsion or denial of admission for such failure to comply shall not be recorded as a disciplinary action but may be recorded with the student’s immunization record with an appropriate explanation.

8. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.

According to C.R.S. 22-33-106 (2), subject to the district’s responsibilities under the Exceptional Children’s Education Act (see policy JKE-2, Discipline of Students with Disabilities), the following shall be grounds for expulsion from or denial of admission to a public school or diversion to an appropriate alternate program:
1. Physical or mental disability such that the child cannot reasonably benefit from the programs available.

2. Physical or mental disability or disease causing the attendance of the child suffering there from to be detrimental to the welfare of other students.

Issued: April 1995
Revised: February 1997
Revised: December, 2005
Suspension/Expulsion of Students

Students with disabilities are neither immune from the District’s disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others or otherwise fail to comply with the district’s discipline code will be disciplined in accordance with and subject to their Individual Education Plan (IEP), any behavior intervention plan and this policy.

The specific guidelines related to discipline of students with disabilities are set forth in the corresponding regulation JKD/JKE-2-R.

Legal counsel and the BOCES Director of Special Education shall be consulted prior to consideration of expulsion of a student with disabilities for behavior not related to the student’s disability.

Adopted: April 22, 2008

Legal Reference: C.R.S. 22-20-101 et seq.
C.R.S. 22-33-106-(1)(c)
20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act)
Educational Alternatives for Expelled Students

Upon request of a student or the student’s parent/guardian, the district shall provide educational services deemed appropriate by the district for any student expelled from the district. The educational services will be designed to enable the student to return to the school in which the student was enrolled prior to expulsion, to successfully complete the GED, or to enroll in a non-public, non-parochial school or in an alternative school.

Educational services includes tutoring, alternative educational programs, including online programs authorized by state law, or vocational education programs that provide instruction in the academic areas of reading, writing, mathematics, science and social studies. In addition to educational services, the student or parent/guardian may request any of the services provided by the district through agreements with state agencies and community organizations for at-risk students.

The district shall determine the amount of credit the student shall receive toward graduation for the educational services provided.

Educational services provided by the district shall be designed to provide a second chance for the student to succeed in achieving an education. While receiving educational services, a student may be suspended or expelled pursuant to the discipline code of the district. Except as required by federal law for special education students, any student who is suspended or expelled while receiving educational services pursuant to this policy shall not receive further services until the period of suspension or expulsion is completed.

The educational services may be provided directly by the district or through agreements with state agencies and community organizations entered into pursuant to state law. The services need not be provided on school district property.

Students who are expelled for conduct or behavior involving a threat of harm to district students or personnel shall be served through a home-study course or in an alternative school setting designed to address such conduct or behavior, at the discretion of the district.

The superintendent may apply for moneys through the expelled student services grant program established by Colorado law to assist in providing such services.

All expelled students receiving services will be included in the district’s pupil enrollment, including those expelled prior to the October count date.
Adopted by the Board: October 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-33-201.5 (definition of educational services)
C.R.S. 22-33-203 (educational alternatives for expelled students)
C.R.S. 22-33-204 (services for at-risk students)
C.R.S. 22-33-205 (expelled students grant programs)

CROSS REFS.:
Administration policies:
JIC, Student Conduct, and sub codes
JK, Student Discipline, and sub codes

Board policies:
EL-9, Treatment of Students, Parents and Community
EL-10, Student Conduct, Discipline and Attendance
Expulsion Prevention

District personnel shall enforce provisions of the student code of conduct so that students demonstrating unacceptable behavior and their parents, guardians or legal custodians understand that such behavior shall not be tolerated and shall be dealt with according to the code.

However, it is the district’s belief that all available alternatives should be explored to help students who are at risk of expulsion before expulsion becomes a necessary step. Expulsion shall be regarded as a punishment of last resort unless a student’s behavior would cause imminent harm to others in the school, or when state law or the school’s conduct and discipline codes require automatic expulsion. The principal of each school shall work with the professional staff to identify students who are at risk of suspension or expulsion. Among those students who may be at risk are those who have been or are likely to be declared habitually truant or habitually disruptive.

The district, working with the student’s parent/guardian, shall provide students who are identified as at risk of suspension or expulsion with a plan to provide necessary support services to help them avoid expulsion. Services may include:

1. educational services (tutoring, alternative educational programs or vocational programs that provide instruction in the academic areas of reading, writing, mathematics, science and social studies).
2. counseling services.
3. drug or alcohol addiction treatment programs.
4. family prevention services.

In some cases, a remedial discipline plan may be the means by which various intervention and prevention services are identified and made available to a student. Support services may be provided through agreements with appropriate local governmental agencies, community-based organizations and institutions of higher education.

The failure of the school district to identify a student for participation in an expulsion prevention program or the failure of such program to remediate a student’s behavior shall not be grounds to prevent school personnel from proceeding with appropriate disciplinary measures.

Adopted by the Board: October 2000
Revised by the Board: December, 2005

LEGAL REF.: C.R.S. 22-33-202
Student Insurance Programs

A student accident insurance program providing broad coverage at nominal cost to parents shall be made available to all students. Such protection, when purchased by the parent, shall cover the student while at school, on the way to and from school and when engaged in school-sponsored activities either on school grounds or elsewhere. Through this plan, additional insurance coverage may be purchased which will cover students participating in interscholastic athletics.

Before any student will be permitted to participate in any school sports activities, this insurance must be purchased or a waiver must be presented that absolves the school district of any liability for accidents.

Adopted by the Board: December 14, 1994
Revised by the Board: December, 2005
Student Health Services and Records

School health services shall be provided to all district students consistent with the goals/objectives/purposes of district programs.

The district believes that:

1. An optimal level of wellness of all students is essential to maintain excellence in education.
2. School health should enhance the educational process of students by the modification or removal of health-related barriers to learning.
3. The primary responsibility for a student’s health rests with his or her parents/guardians.
4. Student learning is enhanced by a healthful school environment.
5. School health is the process of coordinating health between school, the home and the health care provider.
6. The school nurse is the primary coordinator, facilitator and educator in planning, assessing, implementing and evaluating school health programs.

The goals and objectives of the school health services program are to:

1. Promote an optimal level of wellness for students.
2. Identify health problems and needs of students.
3. Assist students in becoming increasingly responsible for their own health and the management of their own health.
4. Provide health education and health counseling for students, parents and school personnel.
5. Maintain a liaison with primary health care providers.
6. Maintain a liaison between parents/guardians, teachers and students regarding health problems and concerns.
7. Provide direct and temporary health care services for students who become ill or injured at school.
8. Promote an environmental safety and awareness of health and environmental hazards within the school.

9. Collaborate and cooperate with community health programs/agencies.

10. Maintain pertinent and current student health records.

**Health records**

Health records shall be maintained by the nursing staff and kept in a separate and secure health file in the school health office.

Access to the health files shall be limited to only those school personnel who have a specific and legitimate educational interest in the information for use in furthering a student’s academic achievement or maintaining a safe and orderly teaching environment.

The nursing staff shall maintain a log showing who has been given access, when access occurred and to which specific records.

**Annual screening programs**

The sight and hearing of all students in kindergarten, first, second, third, fifth, seventh and ninth grades or students in comparable age groups referred for testing shall be tested during the school year by the school nurse, teacher, principal or other qualified person authorized by the school district, as required by law.

The parent/guardian shall be informed when a deficiency is found.

This provision shall not apply to any student whose parent/guardian objects on religious or personal grounds.

**Dental health**

The school district shall participate in programs to encourage good dental health including instruction, dental examination clinics when available and referral to agencies which can provide aid for those in need.

**Communicable diseases**

Students showing symptoms of a communicable disease, an infectious condition, or illness or disability of a serious nature shall be referred to the school nurse. The school nurse shall report to the principal for appropriate action the names of students with communicable diseases.
LEGAL REFS.: C.R.S. 22-1-116 (vision and hearing tests)
   C.R.S. 22-32-109 (1) (ee) (duty to adopt a policy prohibiting personnel from recommending or requiring certain drugs for students or ordering behavior tests without parent permission)
   C.R.S. 22-32-110 (1)(bb) (power to recommend examinations of students)

   C.R.S. 22-33-106 (2) (grounds for suspension, expulsion, denial of admission)
   C.R.S. 25-4-901 et seq. (school entry immunization)
   C.R.S. 25-6-102 (dissemination of contraceptive information)
   20 U.S.C. 7906 (prohibition against the use of Title I funds to operate a program of contraception in the schools contained in No Child Left Behind Act of 2001)

CROSS REFS.:
   Administration policies:
      GBEB, Staff Conduct
      JF, Admission and Denial of Admission
      JLCB, Immunization of Students
      JLCC, Communicable/Infectious Diseases
      JLCCA, Students with HIV/AIDS
      JLCD, Administering Medicines to Students
      JLCEA*, Students with Special Health Needs
Student Health Services and Records

The school nurse, working in close relationship with administration and instructional staff, is responsible for providing health services inclusive of health supervision, health counseling and health education.

Health supervision includes the following:

1. Obtaining a health history on all new students
2. Enforcing the Colorado immunization law
3. Providing emergency care for students and staff who are sick or injured at school
4. Conducting mandatory vision and hearing screenings in grades K-3, 5, 7 and 9 as well as for any student referred by a parent/guardian or teacher
5. Conducting scoliosis screenings in grades 6, 7 and 8
6. Assessing and monitoring the health of chronically ill students and developing a health care plan (as appropriate) for these students
7. Providing the health component for students who are evaluated for special education services and developing and implementing the health care plan in accordance with state and federal regulations for handicapped children
8. Monitoring students with communicable diseases
9. Promoting a safe physical setting
10. Maintaining current and pertinent health records on all students and storing those records in a locked file
11. Reporting suspected child abuse cases

Health counseling consists of the following:

1. Interpreting health information to students, parents/guardians and appropriate teachers
2. Providing guidance and counseling regarding health lifestyles
3. Making recommendations regarding health conditions including referrals to family physicians and community resources
4. Making students aware of the time the school nurse is in the building so that student health counseling can take place if students desire
Health education

The school nurse’s role in health education shall include:

1. Participating in the development of the district’s health curriculum
2. Serving as a resource for classroom teachers in health education
3. Providing in-services to faculty and parents/guardians on pertinent health topics
4. Serving as a resource to school staff in the area of health and related needs

Approved: May 1995
Revised: December, 2005
Physical Examinations of Students

Parents/guardians shall be encouraged to have their children physically examined prior to entering school and again prior to the fourth, seventh and tenth grades. A dental examination also shall be strongly suggested.

In any case where physical exercise is rather strenuous (such as physical education classes) and a student has any physical impairment whatsoever, the student may be required to present authorization for such participation from a physician.

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

Teachers shall be alert to the general well-being of students and shall refer any questionable situations to the school principal.

Parental consent

Parental consent shall be required for all examinations noted above if given by a school physician or under auspices of the school. However, parental consent shall not be mandatory to refer a student to public health or other doctors for medical services in connection with pregnancy, venereal disease, or alcohol or drug abuse. The district shall encourage students to seek health services related to such problems with or without parental consent.

As otherwise provided by law, parents/guardians and eligible students (students 18 years of age) shall receive notice and have the opportunity to opt a student out of any non-emergency, invasive physical examination or screening (such as routine hearing, vision, and dental screenings) that is:

1. normally required as a condition of attendance;
2. administered by the school and scheduled by the school in advance; and
3. not necessary to protect the immediate health and safety of the student, or other students.

Adopted by the Board: April 1995
Revised by the Board: April 1997
Revised by the Board: December, 2005
LEGAL REFS.:  C.R.S. 18-6-101 (abortion definitions)
    C.R.S. 25-4-402 (venereal disease diagnosis and reporting)
    C.R.S. 25-6-102 (prohibitions against restrictions regarding contraceptives)
    20 U.S.C. 1232(c) (parent consent for non-emergency physical examination or screening)

CROSS REFS.:
    Administration policies:
        IMBB, Exemptions from Required Instruction
        JLDAC, Screening/Testing of Students
Immunization of Students

No student is permitted to attend or continue to attend any school in this district without meeting the legal requirements of immunization against disease unless the student has a valid exemption for health, religious, personal or other reasons as provided by law.

Students who do not submit an up-to-date certificate of immunization or a written authorization signed by one parent/guardian requesting local health officials to administer the immunizations or a valid exemption will be suspended and/or expelled from school according to regulation JLCB-R.

All information distributed to parents/guardians by the district will inform them of their rights to seek an exemption for immunization requirements.

Adopted by the Board: April 1995
revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-33-106 C.R.S.
25-4-901 et seq. 6
CCR 1009-2

CROSS REFS.:
Administration policies:
JF, Admission and Denial of Admission
JKD/JKE, Suspension/Expulsion of Students
JRA/JRC, Student Records/Release of Information on Students
Immunization of Students

1. No student may attend school in the district unless the student has presented to the school an up-to-date certificate of immunization or a completed exemption form. [Note: please refer to current Health Department schedules for immunization requirements.] A student shall be exempted only upon submission of:

a. Certification from a licensed physician that the physical condition of the child is such that immunization would endanger the child’s life or health.

b. Statement signed by one parent/guardian or the emancipated child that he or she adheres to a religious belief whose teachings are opposed to immunizations.

c. Statement signed by one parent/guardian or the emancipated child that he or she holds a personal belief that is opposed to immunizations.

In the event of an outbreak of disease against which immunization is required, no exemption will be recognized and those students will be excluded from school.

2. The district will provide upon request an immunization form as required by the Health Department. The principal or designee is responsible for seeing that required information is included on the form.

3. If there is a failure to comply with the immunization requirements the principal or designee will personally notify the parent/guardian or emancipated student of the requirement for immunization and of their rights under the law.

a. When reasonable efforts to personally notify the parent/guardian or emancipated student either by telephone or in person have failed, contact may be made by mail.

b. Students age 18 and over or students who are emancipated must be contacted directly rather than through their parents.

The parent/guardian or emancipated student will be notified of the following:

a. That up-to-date immunizations are required under Colorado law.

b. That within fourteen (14) days of notification, the parent/guardian must submit either an authorization for administration of the immunization by health officials or a valid exemption or documentation to the school showing that the next required immunization has been given and a written plan for completion of all required immunizations.
c. That if the required documentation is not submitted within fourteen (14) days of notification or if the student begins but does not continue or complete the written plan, the student will be suspended or expelled.

4. A student who fails to comply will be suspended by the principal for up to five days and notice of the suspension sent to the Colorado Department of Health or the local Health Department.

5. If no certificate of immunization is received during the period of suspension, the superintendent will institute proceedings for expulsion.

6. Any suspension or expulsion under this policy will terminate automatically upon compliance.

7. Record of any such suspension or expulsion will be contained in the student’s health file, with an appropriate explanation—not in the student’s disciplinary file.

Any student expelled for failure to comply with the immunization requirements will not be included in calculating the dropout rate, but will be included in the annual report to the State Board of Education.

Approved: July 1978
Revised: April 1995
Revised: December, 2005
Communicable/Infectious Diseases

The school district is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students.

The district recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as human immunodeficiency virus (HIV) infection. This district shall rely on the advice of the medical community in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

Management of common communicable diseases shall be in accordance with Colorado Department of Health guidelines. A student who exhibits symptoms of a readily-transmissible communicable disease may be temporarily excluded from school attendance.

Students who complain of illness at school may be referred to the school nurse and may be sent home by the principal as soon as the parent/guardian or person designated on the student's emergency medical authorization form has been notified. The school nurse shall report to the principal for appropriate action the names of students with suspected communicable diseases or infectious conditions.

A signed permit from a doctor may be required by the school nurse for re-entry to school. The nurse shall consult with the building principal as to whether or not this permit is required of a student. The principal shall be the final authority.

In all proceedings related to this policy, the district shall respect the student's right to privacy.

When information is received by a staff member or volunteer that a student is afflicted with a serious, readily-transmissible disease, the staff member or volunteer shall promptly notify the school nurse or principal to determine appropriate measures to protect student and staff health and safety. The principal shall determine which additional staff members, if any, have need to know of the affected student's condition. Only those persons with direct responsibility for the care of the student shall be informed of the specific nature of the condition if it is determined there is a need for such individuals to know this information.

Parents of other children attending the school may be notified that their child has been exposed to a communicable disease without identifying the particular student who has the disease.
The superintendent has developed procedures to ensure that all medical information will be held in strict confidence. Any school staff member who violates confidentiality shall be subject to appropriate disciplinary measures.

Adopted by the Board: April 1995
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-33-104 (2)(a)
C.R.S. 22-33-106 (2)

CROSS REFS.: 
Administration policies:
   EBBA, Prevention of Disease/Infection Transmission
   JLCA, Physical Examinations of Students
   JLCCA, Students with HIV/AIDS
   JLCE, First Aid and Emergency Medical Care
   JRA/JRC, Student Records/Release of Information on Students

NOTE: See Colorado Department of Health guidelines, "Infectious Disease Flipchart for School Personnel," available in each school building.
Students with HIV/AIDS

Although the human immunodeficiency virus (HIV) infection is a communicable disease, it is not transmitted casually. Therefore it is not in itself a reason to remove a student from school.

Decisions about the proper educational placement of a student with HIV infection shall be based on, among other things, the student’s behavior, neurologic development and physical condition. A regular evaluation of the placement decision shall be conducted to assess changes in the student’s physical condition.

In the event a student with HIV infection qualifies for services as a child with disabilities under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of this policy. Procedures shall be developed to ensure confidentiality during the staffing process and in delivery of services to the disabled child.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety and welfare of the student and others because the student is posing an unacceptable risk of transmission of a disease.

In all proceedings related to this policy, the district shall respect the student's right to privacy. The superintendent has developed procedures to ensure that all medical information will be held in strict confidence. Any school staff member who violates confidentiality shall be subject to appropriate disciplinary measures.

Adopted by the Board: December, 2005

42 U.S.C. §1201 et seq. (Americans with Disabilities Act)
C.R.S. 22-20-101 through 22-20-114 (Exceptional Children's Education Act)
C.R.S. 22-33-104 (2)(a) (compulsory attend law – absence due to illness)
C.R.S. 22-33-106 (2) (grounds for expulsion)
CROSS REFS.:

Administration policies:

ACE, Nondiscrimination on the Basis of Handicap/Disability
EBBA, Prevention of Disease/Infection Transmission
IHBA, Special Education/Programs for Handicapped/Disabled/Exceptional Students
JB, Equal Educational Opportunities JF,
Admission and Denial of Admission JLCA,
Physical Examinations of Students
JRA/JRC, Student Records/Release of Information on Students
Students with HIV/AIDS

The following procedures will be followed when determining the proper educational placement of a student known to be infected with human immunodeficiency virus (HIV), including those students diagnosed as having Acquired Immune Deficiency Syndrome (AIDS).

Identification of students

Any student infected with HIV generally will be identified by the school district only when the district receives direct information from the student or parent/guardian about the student’s medical diagnosis.

To encourage such disclosure, the district will endeavor to treat such students in a fair, nondiscriminatory and confidential manner consistent with the district’s legal obligations.

All information about such students will be reported to (school administrator) who will be the school official responsible for coordinating the placement decision. For purposes of these procedures, the (school administrator) will be referred to as the "school officer."

Placement decision

HIV infection is not transmitted casually; therefore, it is not itself a reason to remove a student from school. The school officer will determine whether the student who is infected with HIV poses a significant medically recognized risk of HIV transmission in the school setting (e.g., certain secondary infections). This is a medical question which the school officer will answer by consulting with the infected student’s physician, a qualified public health official who is responsible for such determinations, the school nurse and the infected student’s parent/guardian.

If there is no medically recognized risk of transmission in the school setting, the infected student’s education program will not be altered.

If there is a medically-recognized risk of transmission in the school setting, the school officer will consult with the physician, public health official, the school nurse and the infected student’s parent/guardian. If necessary, they will develop an individually tailored plan for the student. Additional persons may be consulted if this is essential for gaining additional information, but the infected student’s parent/guardian (unless the student is 18 years of age) must approve the notification of any additional persons who would know the identity of the infected student.
If an individually-tailored plan is necessary, it must have minimal impact on the student’s education. Utmost confidentiality will be observed throughout this process.

The school officer in consultation with the school nurse will review the case periodically with the infected student or the student’s parent/guardian and the medical advisors described above.

If the student with HIV qualifies for services as a child with disabilities under state and federal law, those procedures will be used to make a placement decision in lieu of the procedure described above. In the development of an individualized educational program (IEP), school personnel should consider expanding the staffing committee to include the student’s physician and a public health official to serve in an advisory capacity.

The fact that a student is infected with HIV will not be disclosed on the student’s IEP nor will it be disclosed to members of the staffing committee unless the school officer in consultation with the infected student and parent/guardian, as appropriate, determines that such disclosure is necessary to develop procedures to address the student’s medical condition or to provide medical treatment. These precautions also shall be observed in the case of an HIV-infected student who is referred for special education and staffing for reasons unrelated to HIV infection.

Confidentiality

All information gained by the school district through application of the accompanying policy and these procedures including the identity of the student will be treated as confidential. Special precautions will be taken to protect information regarding a student’s health condition in order to prevent instances of disclosure that may invade a student’s personal privacy.

All medical information and written documentation of discussions, telephone conversations, proceedings and meetings will be kept by the school officer or school nurse in a locked file.

To further protect confidentiality, names will not be used in documents except when this is essential. Any document containing the name or any other information that would reveal the identity of the infected student will not be shared with any person, not even for the purposes of word processing or reproduction.

Adopted: December, 2005
NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains 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.

Students with Food Allergies

The Board recognizes that many students are being diagnosed with potentially life-threatening food allergies. To address this issue and meet state law requirements concerning the management of food allergies and anaphylaxis among students, the Board sets forth the following requirements.

Health care plan

The school nurse, or a school administrator in consultation with the school nurse, shall develop and implement a health care plan (plan) for each student with a diagnosis of a potentially life-threatening food allergy. The plan shall address communication between the school and emergency medical services, including instructions for emergency medical responders. If a student qualifies as a student with a disability in accordance with federal law, the student’s Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

Reasonable accommodations

Reasonable accommodations shall be made to reduce the student’s exposure to agents that may cause anaphylaxis within the school environment. If a student qualifies as a student with a disability in accordance with federal law, the student’s Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

Trinidad School District #1 will not serve any peanut or tree-nut-based products through its Food Service operations. Parents, students and staff may bring such products to school for their individual consumption.

Access to emergency medications

Emergency medications for treatment of the student’s food allergies or anaphylaxis shall be kept in a secure location accessible to designated school staff. Whenever possible and in a timely fashion, the student’s parent/legal guardian shall supply the school with the medication needed for treatment of the student’s food allergies or anaphylaxis, unless the student is authorized to self-carry such medication in accordance with Board policy JLCD, Administration of Medications.
Staff training

The principal or equivalent school administrator, in consultation with the school nurse, shall determine the appropriate recipients of emergency anaphylaxis treatment training, which shall include those staff directly involved with a student who has a known food allergy during the school day. At a minimum, the training shall prepare staff to have a basic understanding of food allergies and the importance of reasonable avoidance of agents that may cause anaphylaxis, the ability to recognize symptoms of anaphylaxis, and the ability to respond appropriately when a student suffers an anaphylactic reaction. The training shall also include instruction in the administration of self-injectable epinephrine.

‡˜‹•‡† ‡”‡…“‡
Adopted: May, 2010

LEGAL REFS.: 20 U.S.C. 1400 et seq. (Individuals with Disabilities Education Improvement Act of 2007)
29 U.S.C. 701 et seq. (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. 12101 et seq. (Americans with Disabilities Act)
C.R.S. 22-2-135 (Colorado School Children’s Food Allergy and Anaphylaxis Management Act)
C.R.S. 22-32-139 (policy required regarding management of food allergies and anaphylaxis among students)
C.R.S. 25-1.5-109 (Colorado Department of Public Health and Environment shall develop, maintain and make available a standard form for school districts to gather information concerning students’ food allergies)
1 CCR 301-68 (State Board of Education rules regarding Administration of Colorado School Children’s Asthma and Anaphylaxis Act and Colorado School Children’s Food Allergy and Anaphylaxis Management Act)

CROSS REF.: JLCD, Administering Medications to Students
NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, this policy reflects legal requirements school districts must follow. 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 Medications to Students

School personnel shall not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours and the student’s parent/guardian is not available to administer the medication during the school day.

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. The term “nonprescription medication” includes but is not limited to over-the-counter medications, homeopathic and herbal medications, vitamins and nutritional supplements. Medication be administered to students by the school nurse or other school designee 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 shall have received written permission to administer the medication from the student’s health care practitioner with prescriptive authority under Colorado law.

3. The school shall have received written permission from the student’s parent/guardian to administer the medication to the student.

4. The parent/guardian shall be responsible for providing all medication to be administered to the student.

Self-administration of medication for asthma, allergies or anaphylaxis

A student with asthma, a food allergy, other severe allergies, or other 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 regulation JLCD-R.

Authorization for a student to possess and self-administer medication 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.

Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy shall be considered a violation of policy JICH, Drug and Alcohol Use by Students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with policy JICH.

Adopted: September, 2010

LEGAL REFS.: C.R.S. 12-38-132 (delegation of nursing tasks)
C.R.S. 22-1-119 (no liability for adverse drug reactions/side effects)
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 Administration of Colorado School Children’s Asthma and Anaphylaxis Act and Colorado School Children’s Food Allergy and Anaphylaxis Management Act)
6 CCR 1010-6, Rule 9-105 (regulations)

CROSS REF.: JICH, Drug and Alcohol Use by Students
JLCDA*, Students with Food Allergies
JLCE, First Aid and Emergency Medical Care

NOTE: The Colorado Department of Education (CDE), in collaboration with various school districts and other organizations, updated its guidelines titled “Medication Administration in the School Setting: Guidelines” (revised May 2010). These guidelines are available on CDE’s website.
Administering Medications 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 shall be brought to school in a container appropriately labeled by the pharmacy or health care practitioner.

4. An individual record shall be kept of medications administered by school personnel.

5. Medication shall be stored in a clean, locked cabinet or container. Emergency medications (such as epinephrine) 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 shall permit a student to possess and self-administer medication, such as an inhaler or epinephrine, 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 shall be effective only for the school year in which it is approved.

A student shall report to the school nurse or designee or to some adult at the school immediately after the student uses an 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.

Adopted: September, 2010
NOTE: While Colorado school districts are not required by law to adopt an exhibit on this subject, this exhibit reflects legal requirements school districts must follow. This sample exhibit 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 form that meets local circumstances and needs.

Permission for Medication

Name of student ____________________________________________

School __________________________ Grade ________________

Medication __________________________ Dosage ____________

Purpose of medication ______________________________________

_________________________________________________________________

Time of day medication is to be given __________________________

Possible side effects __________________________________________

Anticipated number of days it needs to be given at school __________

Date __________________________ Signature of health care practitioner

It is understood that the medication is administered solely at the request of and as an accommodation to the undersigned parent or guardian. In consideration of the acceptance of the request to perform this service by the school nurse or other designee employed by Trinidad School District, the undersigned parent or guardian hereby agrees to release the Trinidad School District and its personnel from any legal claim which they now have or may hereafter have arising out of side effects or other medical consequences of the medication.

I hereby give my permission for __________________________ to take the above __________________________ prescription at school as ordered. I understand that it is my responsibility to furnish this medication.

Date __________________________ Signature of parent or guardian

Adopted: September, 2010
First Aid and Emergency Medical Care

The district believes that everything within reason should be done to assure the safety and welfare of its students. The district further believes that it is necessary for the parents/guardians and the schools to cooperate in this regard.

Proactive planning as to what should be done in the case of an emergency at school involving a student should create common expectations between the school staff and the parents/guardians.

No treatment of injuries except first aid shall be permitted in the schools. First aid is that immediate help given by the best-qualified person at hand in case of accident or sudden illness.

At least one person in each building and all staff members who teach or supervise students in classes or activities where students are exposed to dangerous equipment or chemicals or other increased risks of injury, as determined by the school district, shall have special training in first aid. A master first aid kit shall be kept and properly maintained in each school.

Any person who in good faith provides emergency care or assistance without compensation at the place of the emergency or accident shall not be liable for any civil damages for acts or omissions in good faith.

Treatment of injuries occurring outside school jurisdiction is not the responsibility of school employees.

No drugs shall be given at any time except for aromatic spirits of ammonia in the case of fainting. The administering of aspirin or other analgesics for headaches or pain or the giving of sodium bicarbonate is forbidden unless a parent/guardian and physician have given written authorization for their use.

The school's obligation continues after the injury until the injured student has been placed in the care of the parent/guardian or emergency health personnel. Therefore, the parents/guardians of all students shall be asked to sign and submit an emergency medical authorization form which shall indicate the procedure they wish the school to follow in the event of a medical emergency involving their child.

In all cases where the nature of an illness or an injury appears serious, the parent/guardian shall be contacted if possible and the instructions on the student's emergency card followed. In extreme emergencies, where there is potential threat to life, limb or digit, school personnel shall immediately call emergency health personnel to arrange for transporting the student to an emergency facility on advice of emergency health personnel.

No elementary student who is ill or injured shall be sent home alone nor shall a secondary student be sent home alone unless the illness is minor and the parent/guardian has consented in advance.
Adopted by the Board: April 1995
Revised by the Board: December, 2005

LEGAL REFS.:  
C.R.S. 13-21-109 (civil immunity for persons rendering emergency assistance)  
C.R.S. 24-10-106.5 (public entity duty of care)  
6 CCR 1010-6-9-102 (first aid certification requirement)

CROSS REFS.:  
Administration policies:  
GBGAB*, First Aid Training  
JLCD, Administering Medicines to Students
First Aid and Emergency Medical Care

The following procedures will be followed with regard to student safety:

1. On an annual basis, the building principal, with assistance from the appropriate staff members, will inspect the playground(s), potentially hazardous equipment and the school building to determine if there are unnecessary hazards in any area. If hazards exist, the principal or designee will make arrangements to eliminate those unnecessary hazards. Areas/activities that tend to be the most hazardous in and around the school plant include the playground, gym, shop, science classrooms and athletic activities.

2. The principal should ensure that there are clear guidelines/rules regarding the use of the facilities and the equipment of the school. Those guidelines should be communicated to students who will be using that portion of the facility or the equipment.

3. The principal or designee will inform parents/guardians of the procedures that will be followed in case of an accident or an injury and will communicate this information to parents/guardians via the school newsletter or other appropriate communication channels.

4. The principal or designee will require that a first aid card be signed by each parent/guardian. The completed first aid card will be stored in the main office of the school and will be available to all appropriate staff members. Information on the cards will be treated as confidential information and will be kept in a safe place when the school is not in session.

5. The building principal or designee (preferably the school nurse) will review each first aid card to determine whether parents/guardians have included any qualifying or restricting statements. If parents/guardians have made such statements on the first aid card, they will be contacted to determine an acceptable alternative course of action for the school staff. If a resolution to the restrictions by a parent/guardian cannot be resolved, the principal will document and file the activities, discussions and/or conclusions of the interaction between the parent/guardians and the school staff.

6. An accident report form will be completed for all accidents that occur on the school premises that necessitate an adult’s attention. (See form entitled “Colorado School District Self Insurance Pool Student Accident/Illness Report” available in school offices.) The completed accident report will be kept on file in the principal’s office for a three-year period. After that three-year period, the report may be destroyed as long as there is no pending litigation associated with the accident.

7. When appropriate, the building principal should take advantage of the medical expertise of the school nurse who is trained in first aid, etc., regarding the possible treatment of the injured student.
8. If a student is injured and first aid of any sort is required, parents/guardians may be telephoned or will be contacted in an appropriate manner (at the discretion of the building principal). Parents/guardians need not be contacted for simple scratches/cuts that require a simple bandage but should be contacted if the severity of the injury warrants. If the student’s injury is severe or if there appears to be severe pain, the principal or designee will call for an ambulance and/or call for a doctor. When the principal or designee is in doubt as to the severity of an injury, it is advisable to get a doctor’s and/or school nurse’s advice prior to taking any action. The parents/guardians will be responsible for the costs of a doctor and/or ambulance associated with the student injury.

9. Whenever possible, the principal or the assistant principal should make the decisions regarding whether or not to call a doctor and/or an ambulance.

10. In case of an accident or injury, the principal or designee should not make decisions based upon the costs of medical services. Those considerations should be secondary to the health and welfare of the student.

11. The district or its staff members will not be liable for injuries that occur on school grounds when school is not in session.

Approved: April 1995
Revised: December, 2005
First Aid and Emergency Medical Care
(First Aid Card)

This card must be completed yearly for each student in the district.

<table>
<thead>
<tr>
<th><strong>FIRST AID AND PHYSICAL EDUCATION CARD</strong></th>
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<tbody>
<tr>
<td>If unable to reach parents, please call:</td>
</tr>
<tr>
<td>Name____________________________________ Phone________________________</td>
</tr>
<tr>
<td>Relationship to student____________________</td>
</tr>
<tr>
<td>Physician:________________________________ Phone_______________________</td>
</tr>
<tr>
<td>Please list any illnesses or conditions your child may have that the school should know about:</td>
</tr>
<tr>
<td>____________________________________________________________________</td>
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<td>____________________________________________________________________</td>
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<tr>
<td>____________________________________________________________________</td>
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<tr>
<td>My child can participate in all physical education activities: _____yes _____no</td>
</tr>
<tr>
<td>Parent signature_______________________________________________________</td>
</tr>
</tbody>
</table>

**STUDENT ACCIDENT/INJURY/ILLNESS**

Student accident/injury report:

Issued: April 1995
Revised: December, 2005
Students with Special Health Needs

Health and safety of all students is a primary concern of the district. Except in rare circumstances as indicated below, in emergency situations involving accident or illness, district employees are expected to render first-aid and life-sustaining care to the extent of their knowledge and training, utilize emergency medical resources available in the community and seek assistance of school medical personnel or other staff members.

Individualized health plans

When a student with special health needs is enrolled in a district school, an Individualized Health Plan ("IHP") shall be prepared and reviewed at least annually (and whenever there is a change in personnel or a change in the student's medical status) by the school nurse, the parent/guardian and the student's physician.

The IHP shall set forth the special health needs of the student and the plan for dealing with those needs in the school setting. In planning for the student's special health needs, the school nurse shall consult with and access applicable community resources when appropriate. If the student has an IEP or 504 plan, the IEP team or 504 team will determine whether the IHP, and any emergency protocol, should be attached to the student's IEP or 504 plan.

DNR orders and CPR directives

The greater inclusion of students with disabilities and advancements in medical technology have led to an increase in the number of students with significant medical needs in schools. Although rare, it is now possible for a student to be attending school in an advanced terminal condition.

A "Do Not Resuscitate" (DNR) order is a physician's order stating that certain life sustaining procedures shall not be performed on a patient. Parents/guardians of a minor child who is subject to a DNR order may execute a "Cardiopulmonary Resuscitation" (CPR) directive. A CPR directive is a written instruction by the student's parent/guardian and physician that cardiopulmonary resuscitation is not to be performed for the child.

Requesting implementation of CPR directive

Any parent/guardian wishing to have a CPR directive implemented in the school setting as part of the student's IHP shall present the signed, original directive on the official form issued by the Colorado Department of Public Health and Environment to the school principal for consideration.
If the parents of the student are divorced, appropriate court documents designating decision-making authority of the parents shall be required. Evidence of court appointment as legal guardian must be similarly provided when applicable. All parents/guardians having authority to make medical decisions must sign the CPR directive.

**Convening CPR directive team**

Within a reasonable time from receipt of the signed CPR directive, the school principal or designee shall convene a multidisciplinary school-based team (the CPR directive team) to determine whether the CPR directive can be implemented in the school setting and if so, shall design a protocol for handling the student's health-related emergency events, including the comfort care to be provided to the student. The team shall be comprised of the student's parent/guardian, and to the extent possible and necessary, the student's physician, the student's hospice nurse, the school nurse, local emergency medical personnel, the school counselor, school district legal counsel, a physician designated by the school district, the student's teacher(s), and if the student is a special education student, appropriate members of the IEP team. The CPR directive team may also include an ethicist or other person with expertise in medical decision-making issues.

**Determining whether implementation of a CPR directive is feasible**

In determining whether it is feasible for the CPR directive to be implemented in the school, the CPR directive team shall consider the factors set forth in the regulation accompanying this policy.

**Designing an emergency protocol**

In designing a protocol for handling health-related emergency events, the CPR directive team shall follow procedures set forth in the regulation accompanying this policy.

**Revoking CPR directive**

Parents/guardians wishing to revoke a CPR directive may do so at any time by providing a signed, written revocation request to the school principal or designee.

Adopted by the Board: December, 2005

LEGAL REF: C.R.S. §15-18-101 *et seq.* *(Colorado Medical Treatment Decision Act)*

* C.R.S. §15-18.6-104 *(Colorado statute regarding duty to comply with CPR directives, immunity)*
6 CCR 1015-2  (rules pertaining to implementation and application of advance medical directives for CPR by emergency medical service personnel)
42 U.S.C. §12101 et seq. (Americans with Disabilities Act)
28 C.F.R. §35.130(b)(6) (regulations pertaining to the American with Disabilities Act)
29 U.S.C. §794 et seq. (Section 504 of the Rehabilitation Act)
34 C.F.R. §104.4 (regulations pertaining to Section 504 of the Rehabilitation Act)

CROSS REFS.: 
Administration policies:
JLC, Student Health Services and Records
JLCE, First Aid and Emergency Medical Care
JLDBH, Suicide or Other Traumatic Loss of Life
Students with Special Health Needs
(Implementation and Protocol for CPR Directives)

Determining whether implementation of a CPR directive is feasible

In determining whether it is feasible for the CPR directive to be implemented in the school, the CPR directive team shall:

Consider the impacts on the school, including the mental, emotional and physical health of all students and personnel in the school. If the team determines that the impact of the ill student's participation is too disruptive, the team shall initiate a request for homebound educational services, subject to laws pertaining to the education of students with disabilities.

Consider obtaining an independent medical opinion, which may include an evaluation by hospice personnel.

Involve legal counsel in review of the CPR directive to determine whether it is valid under state law, including whether the persons signing the form have legal authority to make medical decisions on behalf of the student.

Consult with the emergency response personnel responsible for responding to an emergency call at the school to determine whether school personnel who have contact with the student have the proper training and expertise to implement a proposed protocol for health-related emergency events involving the student, including the ability to assess whether the circumstances specifically described in the protocol are present and to provide or withhold the specific assistance or care.

Determine whether school personnel who have contact with the student have any moral or ethical issues related to complying with the protocol. If so, and only with parent/guardian permission, arrangements shall be made to transfer the student to a different classroom or school. If the parent/guardian does not agree to the transfer, the CPR directive will not be implemented. The school district reserves the right to designate specific classrooms or schools to which students subject to a CPR directive will be assigned.

Provide counseling resources, which may include hospice, for students and school district personnel on issues of death and dying prior to and during the student's attendance at the school.
Obtain a written statement from the parents/guardians stating that any
time the school nurse, principal or designee feels the student is too ill
to be in class, the parents/guardians or designee will be immediately
available to pick up the student from school and if they are not, that
they consent to transportation of the student according to the
instructions contained in the statement. The statement shall state the
place to which the student shall be transported, who will provide
transportation and who shall be responsible for any transportation
charges.

Address confidentiality issues.

**Designing an emergency protocol**

In designing a protocol for handling health-related emergency events, the CPR
directive team shall:

Describe the specific assistance or care, including comfort care, to be
provided to the student, by whom and under which specifically
described circumstances. This shall include a description of care to be
provided when a treatable or curable intervening disease, medical
condition or injury occurs.

Describe the specific assistance or care that is not to be provided to
the student, by whom and under which specially described
circumstances.

Specify the potential signs and symptoms of health deterioration.
Every effort shall be made to transport the student from school at the
first signs of deteriorating condition.

Upon the onset of signs or symptoms of health deterioration and
while waiting for transportation by parents/guardians or emergency
medical personnel, provide for removal of the student from the
classroom to a private setting. If the affected student's removal is not
possible, provide for removal of other students in the room.

Address how other students in the room at the time of the health-
related emergency event will be cared for.

Describe how and by whom notification of emergency medical
personnel and the county coroner will occur.
Describe how and by whom notification of the student's parents/guardians will occur.

Describe how and by whom communication with parents/guardians of other students in the school will occur.

Address transportation needs in the event the student dies while at school, including the mortuary to which the student is to be transported and by whom.

Provide for professional counseling to students and personnel in the school following a health-related emergency event.

At the discretion of the school principal or designee, involve legal counsel in review of the protocol.

All parents/guardians having authority to make medical decisions must sign the protocol developed by the CPR directive team before the protocol can be implemented.

A current photograph of the student shall be submitted with the CPR directive and shall be kept with all copies of the CPR directive. A copy of the CPR directive with the student's photograph shall be kept in a confidential location where it can be easily located at all times. The original CPR directive shall be kept in the nurse's office.

Adopted: December, 2005
Medicaid Reimbursement

In all cases in which a student is enrolled in the Colorado Medicaid program, the district shall seek reimbursement for health-related services rendered by qualified district staff. District staff shall make a reasonable effort to coordinate care with the student’s health care provider to avoid duplication of services.

As a Medicaid provider, the district shall access Medicaid eligibility information for students from Health Care Policy and Financing ("HCPF"). HCPF is the designated Medicaid agency for the state of Colorado.

The district shall obtain written consent annually from a parent/guardian before release of any non-directory information required for billing. To accomplish this, the district shall include a consent form with IEP packet materials.

All ongoing health and related services shall be rendered by qualified district staff pursuant to an individual health services plan signed by a professional qualified to provide the types of services described in the plan. The plan may be an Individual Education Plan (IEP), Individual Family Service Plan (IFSP), Section 504 Accommodation Plan or any individual health services plan.

A dated record of all transactions shall be kept on file at the school office.

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 26-4-531

CROSS REF.: Administration policy: JRA/JRC, Student Records/Release of Information on Students
Consent to Release Information

Colorado school districts are entitled by law to seek Medicaid reimbursement when the districts provide services to Medicaid-eligible students. The following consent form is to authorize the Trinidad School District #1 to release to Colorado Health Care Policy and Financing information related to Medicaid services provided to the student identified below as necessary to apply for and recover Medicaid reimbursement.

**NOTE:** Participation in the school Medicaid reimbursement program does NOT adversely affect the student’s eligibility for future Medicaid services in any way.

I give consent and authorize the Trinidad School District #1 to release to Colorado Health Care Policy and Financing (HCPF) information related to health and other Medicaid eligible services the district provides to the student identified below during the __________ school year, as frequently and comprehensively as necessary to apply for and recover Medicaid Partial Reimbursement for such services.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student’s Date of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s School</td>
<td>Student’s Medicaid Number</td>
</tr>
<tr>
<td>Parent/Guardian Name (or Student Over 18)</td>
<td>Student’s Social Security Number</td>
</tr>
<tr>
<td>Parent/Guardian Signature (or Student Over 18)</td>
<td>Date</td>
</tr>
</tbody>
</table>

If at any time you wish to revoke this permission, please contact ________________.

Adopted: December, 2005
Guidance and Counseling

Guidance/counseling services shall be made available to all students enrolled in the district schools. The program of services shall be detailed by the superintendent and shall include psychological services, counseling services and testing services.

Guidance counselors are expected not only to work with students but also with parents/guardians and teachers in an attempt to help students achieve their full potential, personally and academically.

The purpose of the guidance and counseling services shall include assisting students:

1. To discover and measure their capabilities, abilities and real interests
2. To obtain adequate and accurate information about schools, courses, occupations and careers
3. To solve personal and academic problems
4. To find part-time jobs while in school
5. With job placement upon graduation

Students and parents/guardians shall be encouraged to avail themselves of the help of guidance counselors at any time.

Adopted: May 1995

Revised: December, 2005
Guidance and Counseling

The guidance department, working in close relationship with the administration and the instructional staff, is responsible for the following:

1. Orientation

   Help all students establish and maintain good adjustment to school:
   
a. Fifth to sixth grade students and eighth to ninth grade students and parents/guardians
b. All new students enrolling during the year

2. Testing

   a. Be responsible for administering standardized tests.
b. Be responsible for collecting test data.
c. Interpret test results to students, parents/guardians and faculty.
d. Make test information available for faculty use.

3. Cumulative records

   File and keep up-to-date a folder on each student, including grades earned, test results, personal data sheets, activities in which student participates, and any other pertinent information concerning each individual student (see policy JRA/JRC, Student Records/Release of Information on Students).

4. Conferences with students

   a. Help students define and arrive at satisfactory solutions to their respective problems— academic, social and emotional.
b. Whenever possible, aid students in acquiring effective study habits.
c. Assist students in vocational planning.
d. Assist students in educational planning.
e. Help each student to understand others and themselves in relation to others so that they can make adequate social adjustments.
f. Refer students to mental health clinics for a more concentrated study of their problems.
g. Change students’ daily schedule of classes in cooperation with administration as needed after a careful study has been made.
h. Set up a minimum of at least two individual conferences with each student a year.

5. Detailed studies at end of each marking period

   a. Study grades for failure to progress satisfactorily.
b. Conduct individual conferences for all students found not to be making satisfactory progress
6. Clerical

a. Keep written records of conferences.
b. Enroll all new students after approval by administration.
c. Clear all withdrawals after approval by faculty and administration.
d. Request transcripts on new students and send transcripts on withdrawals.
e. Supply district office with names of current dropouts.
f. Help students apply for scholarships and college entrance. See that proper information is sent to grantor or college, etc.

7. Conferences with teachers

a. Inform teachers who are directly concerned about problems and difficulties that individual face and help them to gain an understanding of these students through discussion and appraisal of important information.
b. Conduct follow-up work on all teacher referrals.

8. Follow-up studies

a. Attempt to follow up any dropouts through appropriate means of contact.
b. Follow up graduates in a similar manner.

9. Registration

a. Prepare and present pre-registration information to students.
b. Collect and summarize registration materials to be approved by the administration.

10. Scheduling

a. Schedule each student individually, keeping in mind individual differences.

Adopted: May 1995

Revised: December 2005
Screening/Testing of Students
(And Treatment of Mental Disorders)

Parents/guardians and eligible students have the right to review, upon request, any survey, 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, analysis or evaluation administered or distributed by a school to students shall be subject to applicable state and federal laws protecting the confidentiality of student records.

Survey, analysis or evaluation for which consent is required

Except as otherwise permitted by law, students shall not be required to submit to a survey, 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, analysis, or evaluation reveals information in the following areas ("protected information"):

1. political affiliations or beliefs of the student or the student's parent/guardian
2. mental or psychological problems of the student or the student's family
3. sex behavior or attitudes
4. illegal, anti-social, self-incriminating or demeaning behavior
5. critical appraisals of other individuals with whom the student has a close family relationship
6. legally recognized privileged or analogous relationships, such as those with lawyers, physicians and ministers
7. religious practices, affiliations or beliefs of the student or the student's parent/guardian
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such
School personnel responsible for administering any such survey, analysis or evaluation shall give written notice at least two weeks in advance to the student's parent/guardian or the eligible student. The notice shall offer to provide the following written information upon request:

1. records or information that may be examined and required in the survey, analysis or evaluation
2. the means by which the records or information shall be examined, reviewed, or disseminated
3. the means by which the information is to be obtained
4. the purposes for which the records or information are needed
5. the entities or persons, regardless of affiliation, who will have access to the information; and
6. a method by which a parent/guardian can grant or deny permission to access or examine the records or information

These notice provisions also apply to any survey, analysis or evaluation funded by the U.S. Department of Education.

Exceptions to policy

Nothing in this section of the policy shall:

1. prevent a student who is working under the supervision of a journalism teacher or sponsor from preparing or participating in a survey, analysis or evaluation without obtaining consent as long as such participation is not otherwise prohibited by law
2. be construed to prevent a district employee from reporting known or suspected child abuse or neglect as required by state law
3. be 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. be construed to require parental notice or consent for a survey, 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:

- college or other postsecondary education recruitment or military recruitment activities
- book clubs, magazines and programs providing access to low-cost literary products
- curriculum and instructional materials used by district schools
- tests and assessments used by district schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students
- the sale by students of products or services to raise funds for school-related or education-related activities
- student recognition programs

Surveys, analysis or evaluation for marketing purposes

Parents/guardians and eligible students shall 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 shall 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. activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information;

2. the administration of any protected information survey; or

3. any non-emergency, invasive physical examination or screening (other than a hearing, vision or scoliosis screening) that is:
required as a condition of attendance;

- administered by the school and scheduled by the school in advance; and

- not 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 shall 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 shall 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 shall 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 shall 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: June, 2010

**LEGAL REFS.**

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, 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. 27-10-103 (voluntary applications for mental health services)

20 U.S.C. 1232g (Family Education Rights and Privacy Act)

20 U.S.C. 1232h (Protection of Pupil Rights)

**CROSS REFS.**

GBEB, Staff Conduct

GCS, Professional Research and Publishing

ILBA, District Program Assessments

ILBB, State Program Assessments
**JLCA**, Physical Examinations of Students

**JRA/JRC**, Student Records/Release of Information on Students

**LC**, Relations with Education Research Agencies
Suicide Prevention

The district recognizes that the incidence of adolescent suicide is on the rise and that suicide is a major killer of young people between the ages of 15 and 24. Therefore, the superintendent shall initiate and continue appropriate awareness and prevention programs in the district.

The school staff, students and parents/guardians can contribute significantly toward the prevention of adolescent suicide. Therefore the district shall consider each of these segments of the school community when developing its programs.

Since the necessary professional expertise to carry out such programs may not be adequately available within the school system, the superintendent may identify local mental health agencies and others able to provide necessary assistance and may establish a continuing cooperative relationship with them in this effort.

The district shall help the school staff, parents/guardians and students to:
1. Understand the developmental stages of adolescence
2. Understand how feelings of depression and despair can lead to suicide
3. Recognize the early warning signs of suicide
4. Learn how to help in a suicidal crisis
5. Identify community resources where teenagers can get help
6. Address the impact of such a tragedy

Adopted by the Board: December, 2005
Suicide Prevention

Warning signs of possible self-destructive behavior

It should be noted that no one of these signs listed below in itself is necessarily a positive indicator that student/or a person is considering suicide. Each must be considered in context and in relation to other signs present. The warning signs include:

1. Previous suicide attempt or gestures
2. Recent suicide of a relative, friend or peer
3. Breakdown of family or personal life such as caused by death, divorce, failed romance, move or serious illness
4. Withdrawal from family and/or friends
5. Sudden changes in behavior (eating or sleeping patterns, neglect of appearance, reversals of character, positive behavior change following a marked period of depression, angry and explosive outbursts, fighting, vandalism)
6. Substance abuse (drugs or alcohol - especially an increase)
7. Self-destructive acts (slashes of body, etc.)
8. Changes in school performance (drop in grades, failure of courses, difficulty in concentrating, sudden or increase in neglect of school work)
9. Outbursts of violent or rebellious behavior
10. Running away
11. Making final arrangements (giving away possessions)
12. Expressions of hopelessness and depression or extreme anger at self or the world
13. Visits to family doctor for depression
14. Trouble with the law or authorities
15. Discussion of suicide plans and method (telling friends about wanting to commit suicide and how it is planned)

16. Preoccupation with death, life after death or suicidal thoughts/threats (in written or spoken expression, in artwork or in selection of music listened to)

The most important role in suicide prevention is not to overlook these warning signs. If the signs of suicide are there, so is the risk. Eighty percent of suicide victims communicate their intent to someone. These signs are an important clue that someone is experiencing emotional pain. Overreaction is not nearly as dangerous as the failure to act. Be alert, sensitive and use your best judgment.

Adopted: December, 2005
Intervention in Suicide Attempts

Staff members shall follow the accompanying procedures to provide appropriate intervention and assistance to students threatening or attempting suicide. Due to the risk of lives in these tragic situations, school personnel shall be permitted to interview and/or care for students without prior parental permission and shall have protection from liability in accordance with state law.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 13-21-108 (1)
             C.R.S. 22-32-110 (1)(bb)
             C.R.S. 24-10-106.5
Trinidad School District #1,  

File: JLDBB-R

**Intervention in Suicide Attempts**

**Physical evidence of attempted suicide**

Any staff member who discovers or is informed about physical evidence resulting from an attempted suicide (drug overdose, self-mutilation, etc.) will take the student to the nurse’s office, inform the nurse, leave the student in care of the nurse and immediately inform the principal.

1. The principal will:
   a. Notify the student’s parents/guardians and request that they come to school
   b. Report to and/or contact the nurse’s office to ascertain what other assistance may be necessary
   c. Inform the superintendent or designee, the coordinator of nursing services and the student’s guidance counselor where appropriate
   d. In the absence of the school nurse, remain with the student or designate another staff member to do so, call for an ambulance if necessary and accompany the student to an emergency medical facility
   e. Notify the superintendent of all actions taken and follow-up procedures by submitting an incident report

2. The nurse will:
   a. Do a physical assessment and administer first aid if necessary
   b. Keep the student in the nurse’s office until appropriate arrangements are made
   c. Make arrangements for an ambulance if required and accompany the student to an emergency medical facility

3. The guidance counselor will:
   a. Inform a member of the child study team
   b. Inform the crisis intervention social worker if applicable
Potential suicide without physical evidence

Any district employee who receives or discovers information about a potential suicide (notes, threats, conversations, etc.) will notify the principal immediately.

The principal will immediately interview the student or designate appropriate personnel, i.e., guidance counselor, crisis intervention social worker or nurse, to do so.

The principal will notify the student’s parents/guardians and request that they come to school. Upon arrival, he/she will advise the parents/guardians to contact professional help. If the principal has reason to believe that the parents/guardians will have difficulty following through with the referral to professional help, he/she may wish to designate a staff member to accompany the parents/guardians and student to the initial meeting. All treatment shall be at the expense of the parents/guardians.

Follow-up procedures

1. Upon return to school, the student accompanied by his or her parent/guardian will report to the principal or designee for re-admission.

2. The guidance counselor in a high school or middle school will refer the student to the crisis intervention social worker or other appropriate professional.

3. The principal in an elementary school will submit a consultation/referral form to the appropriate professional.

 Adopted: December, 2005
Suicide or Other Traumatic Loss of Life

The district recognizes that self-destructive behavior, suicide and other traumatic loss of life can occur among children, adolescents, and adults in the community.

The superintendent has developed procedures to be followed in the event of a suicide or other traumatic death that affects the school community, whether or not on school property or at a school-sponsored activity. The procedures address the needs of students and staff during the difficult circumstances surrounding such a death.

Adopted by the Board: December, 2005

CROSS REF.:
Administration policy:
KDE, Crisis Management
Suicide or Other Traumatic Loss of Life

Notification

Building principal

Anyone who hears about a suicide or other traumatic loss of life involving a district student or employee should contact the principal immediately.

If the tragedy occurred in school, crisis intervention procedures should be followed.

If the tragedy occurred outside of school, the principal will attempt to verify the information by calling the local police station or coroner and/or the family of the deceased. The principal will identify him or herself as principal of the school and maintain a log of all communications. The principal will inform the superintendent who will communicate appropriate information to staff and Board members as quickly as possible. The information shall be handled with great care.

District employees

Appropriate school personnel will meet as soon as possible to discuss the specifics of the situation. An emergency telephone chain (established in each school building) will be used to notify employees of the tragedy if the tragedy occurred outside of school hours. If possible, an emergency mandatory meeting of teachers at the affected building will be called to review the situation and procedures.

Students

Designated school personnel will be relieved of normal duties in order to notify students in individual classroom groupings.

Media

The building principal will be designated by the superintendent as spokesperson to answer the questions of the press and community. Staff members should not talk to the media about the tragedy in order to protect the privacy of the victim's family and ensure accuracy of information.

The spokesperson shall not release confidential information; however, the following statement may be made to the media:
“A tragedy has occurred. On _________________, a ___th grade student, died. Details* of _________________’s premature death will not be released to protect the privacy of his/her family. The school district is providing counseling and referral services to help our students and staff work through this tragedy.”

* Note: Do not refer to a death as a suicide. If the cause of death is unclear, refer the media to the proper authorities.

Services

Drop-in centers

Any student who would like to talk about his or her feelings regarding the tragedy is invited to use this service. The locations of the drop-in centers will be posted in every classroom and office. Counselors and other professionals trained in crisis intervention will be available in the drop-in centers throughout the school day. This service will be available for as many days after the tragedy as needed.

Identification of "At Risk" students

Students and staff should discuss with the building principal any students whom they believe are especially vulnerable in the aftermath of the suicide/other tragedy. These include friends/relatives of the victim, students who seem to be experiencing emotional problems and students who seem to be holding in their feelings. Students who are visibly upset will be referred to the drop-in center immediately.

Discussion groups for staff

The principal will be available to interested staff members after school. Staff members will have the opportunity to express their feelings regarding the recent loss and to explore ways of understanding and meeting the unique support needs of students and staff.

Follow-up

Condolences

The principal or designee will express condolences and offer help to the family of the deceased on behalf of the school district.
Recognition of the tragedy

In order to prevent additional tragedy, it is important for school personnel not to glamorize the suicide death of a student. The school will not conduct a special memorial service or dedication to the memory of an individual who committed suicide. Students who have parental permission will be excused from school to attend any funeral or memorial service. As much as possible, the school policy will be "business as usual." Counseling services will be available to all students, but classroom teachers should continue to use class time for schoolwork.

At the principal’s discretion, a memorial service or dedication shall be considered for death other than suicide.

Adopted: December, 2005
Reporting Child Abuse/Child Protection

The reporting of child abuse/neglect shall be made by school personnel in compliance with the Child Protection Act.

To that end, any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect, as defined by statute, shall immediately upon receiving such information report or cause a report to be made to the appropriate county department of social services or local law enforcement agency. Failure to report promptly may result in civil and/or criminal liability. A person who reports child abuse or neglect in good faith is immune from civil or criminal liability.

Reports of child abuse or neglect, the name and address of the child, family or informant or any other identifying information in the report shall be confidential and shall not be public information.

The district shall provide periodic in-service programs for all teachers in order to provide them with information about the Child Protection Act, to assist them in recognizing and reporting instances of child abuse and to instruct them on how to assist victims and their families.

School employees and officials shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school official or employee to prove that the child has been abused or neglected.

The superintendent has established procedures to implement this policy.

Adopted by the Board: March 1990
Revised by the Board: April 1995
Revised by the Board: December, 2005

LEGAL REFS:
C.R.S. 19-1 -1 03 (1) (definition of child abuse or neglect)
C.R.S. 19-3-102 & 103 (definition of neglected or dependent child)
C.R.S. 19-3-304 (persons required to report abuse)
C.R.S. 19-3-307 (reporting procedures)
C.R.S. 19-3-309 (immunity from liability for persons reporting)
C.R.S. 22-32-109 (1)(z) (providing In-service for teachers)

CROSS REFS.:
Administration policies:
GBEB, Staff Conduct
GBGB, Staff Personal Security and Safety
Reporting Child Abuse/Child Protection

1. **Definition of abuse or neglect**

   Child abuse or neglect is defined in law as “an act or omission which seriously threatens the health or welfare of a child.” Specifically, this refers to:

   a. Evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling or death and such condition or death which is not justifiably explained or where the history given concerning such condition or death is at variance with the condition or the circumstances indicate that the condition may not be the product of an accidental occurrence.

   b. Any case in which a child is subject to unlawful sexual behavior as defined in state law.

   c. Any case in which a child is in need of services because the child’s parents, legal guardians or custodians fail to take the same actions to provide adequate food, clothing, shelter, medical care or supervision that a prudent parent would take.

   d. Any case in which a child is subjected to emotional abuse which means an identifiable and substantial impairment of the child’s intellectual or psychological functioning or development or a substantial risk or impairment of the child’s intellectual or psychological functioning or development.

   e. Any act or omission described as neglect in state law as follows:

      i) A parent, guardian or legal custodian has abandoned the child or has subjected him or her to mistreatment or abuse or allowed another to mistreat or abuse the child without taking lawful means to stop such mistreatment or abuse and prevent it from recurring.

      ii) The child lacks proper parental care through the actions or omissions of the parent, guardian or legal custodian.

      iii) The child’s environment is injurious to his or her welfare.

      iv) A parent, guardian or legal custodian fails or refuses to provide the child with proper or necessary subsistence, education, medical care or any other care necessary for his or her health, guidance or well-being.
v) The child is homeless, without proper care or not domiciled with his or her parent, guardian or legal custodian through no fault of such parent, guardian or legal custodian.

vi) The child has run away from home or is otherwise beyond the control of his or her parent, guardian or legal custodian.

vii) A parent, guardian or legal custodian has subjected another child or children to an identifiable pattern of habitual abuse and the parent, guardian or legal custodian has been the respondent in another proceeding in which a court has adjudicated another child to be neglected or dependent based upon allegations of sexual or physical abuse or has determined that such parent’s, guardian’s or legal custodian’s abuse or neglect caused the death of another child; and the pattern of habitual abuse and the type of abuse pose a current threat to the child.

2. Reporting requirements

Any school employee who has reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact to the department of social services or local law enforcement. The employee must follow any oral report with a written report sent to the appropriate agency.

In cases where the suspected or known perpetrator is a school employee, the report should be made to the law enforcement agency. (Reports made to social services will be referred to law enforcement.)

If a child is in immediate danger, the employee should call 911. “Immediate” refers to abuse that occurs in the employee’s presence or has just occurred.

The employee reporting suspected abuse/neglect to social services or law enforcement officials must inform the school principal as soon as possible orally or with a written memo. The ultimate responsibility for seeing that the oral and written reports are made to social services or law enforcement agencies lies with the school official or employee who had the original concern.

3. Contents of the report

The following information should be included to the extent possible in the initial report:

a. Name, age, address, sex and race of the child.
b. Name and address of the child’s parents, guardians and/or persons with whom the student lives.

c. Name and address of the person, if known, believed responsible for the suspected abuse or neglect.

d. The nature and extent of the child's injury or condition as well as any evidence of previous instances of known or suspected abuse or neglect of the child or the child’s siblings—all with dates as appropriate.

e. The family composition, if known.

f. Any action taken by the person making the report.

g. Any other information that might be helpful in establishing the cause of the injuries or the condition observed.

It is helpful if the person reporting suspected abuse/neglect is prepared to give documentation. Thus, noting details of observations is important. It is permissible for the school official or employee to conduct a preliminary non-investigative inquiry of any injury or injuries under the following circumstances:

a. School personnel may inquire of the child how an injury occurred. Leading and/or suggestive questions should be avoided. School personnel may not contact the child’s family or any other person suspected of causing the injury or abuse to determine the cause of the suspected abuse or neglect.

b. A school employee’s reasonable cause to suspect that the child has been subjected to abuse or neglect may arise from a child’s vague or inconsistent response to such an inquiry or from an explanation which does not fit the injury.

c. All efforts must be made to avoid duplicate or numerous interviews of the victim.

4. **After filing reports**

After the report is made to the agency, district and school staff members will cooperate with social services and law enforcement in the investigation of alleged abuse or neglect. The school will report any further incidents of abuse to the agency’s representative.

As the case is being investigated, the school will provide supportive aid and counseling services for the child.
Once a report of child abuse is given to the agency, the responsibility for investigation and follow-up lies with the agency. It is not the responsibility of the school staff to investigate the case. Therefore, the school staff will not engage in the following activities:

a. Make home visits for investigative purposes.

b. Take the child for medical treatment. (This does not preclude taking action in an emergency situation.)

c. Convey messages between the agency and the parents/guardian.

Authorized school and district personnel may make available to agency personnel assigned to investigate instances of child abuse the health or other records of a student for such investigative purposes.

5. **Guidelines for consideration**

a. If any school employee has questions about reasonable cause of child abuse and the need for making a report, the employee may consult with their building principal. If the building principal is not available, a direct call to the county department of social services about concerns is advisable.

   Note that consultation with another school official or employee will not absolve the school official or employee of the responsibility for reporting child abuse.

b. In an emergency situation requiring retention of the child at the school building due to fear that if released the child’s health or welfare might be in danger, it should be observed that only law enforcement officials have the legal authority to hold a child at school. Otherwise a court order must be obtained to legally withhold a child from his or her parent or guardian.

c. When any school official or employee has a question about the thorough investigation of suspected abuse/neglect following the filing of a report, the employee or official should contact the Superintendent.

d. While all school officials and employees are reminded of their legal responsibility to report suspected cases of abuse or neglect, they may be assured that reports will be investigated by trained professionals and that there are more supportive and therapeutic treatment alternatives available for parents/guardians, and/or other persons with whom the student lives than there have been in the past.
e. The confidential nature of information pertinent to child abuse or neglect cases is a matter to be emphasized both legally and humanely.

Approved: April 1995
Revised: December, 2005
Sex Offender Information

At the beginning of each school year, the district shall provide written information to parents and eligible students identifying where and how members of the community may obtain information collected by law enforcement agencies related to registered sex offenders. This information will also be posted on the district’s web site.

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 22-1-124 (sex offender information to parents)
Supervision of Students

During the duty day, district employees are responsible for taking appropriate action when they encounter unsafe and/or disorderly conduct among students on school premises. This responsibility shall also apply to employees supervising school-sponsored activities outside the district and school activities held before or after the regular duty day.

Employees may use reasonable force, as required by the situation, to protect themselves and others.

Adopted by the Board: March 1995
Revised by the Board: December, 2005

LEGAL REF.: C. R.S. 18-1-703 (use of physical force by those supervising minors)
CROSS REFS.:
Administration policies.
JK, Student Discipline
JK-2, Discipline of Students with Disabilities
JKA, Use of Physical Intervention
JKBA*, Disciplinary Removal from Classroom
**Student Fees, Fines and Charges**

Students shall not be charged an instructional fee as a condition of enrollment in school or as a condition of attendance in any class that is considered part of the academic portion of the district’s educational program except tuition when allowed by law. However, the district may require students to pay textbook fees, fees for expendable materials and other miscellaneous fees as more fully set forth in this policy.

All student fees and charges shall be established by the district. The fee shall remain in place until modified or removed by the district. All student fees shall be used for the stated purposes and shall not be spent for any other purpose.

When publicizing any information concerning any fee authorized to be collected by this policy, the school shall specify whether the fee is voluntary or mandatory and the specific activity from which the student will be excluded if the fee is not paid.

Among the fees which may be authorized are the following:

**Textbooks and library resources**

Textbooks shall be provided on a loan basis. Non-indigent students may be asked to pay a nonrefundable rental fee reasonably related to the actual cost of some or all of the textbooks provided for the student. The rental fee and corresponding depreciation schedule shall be adopted by the district prior to the textbook’s introduction into the classroom. No rental fee will be assessed for textbooks and workbooks used in the classroom for reference.

It is expected that students shall return textbooks and library resources to the school in good condition except for ordinary wear. Students shall be assessed fines for lost, damaged or defaced books (including those checked out from the library), materials or equipment. The fines will be for the amount of the loss. In computing a fine, 20 percent of the original cost of a book or library resource will be deducted for each year it has been used.
If the school district has made a reasonable effort to obtain payment for lost or damaged textbooks or library resources to no avail, the district may then withhold the diploma, transcript or grades of any student who fails to return or replace such textbooks or library resources at the end of the semester or school year. If a student is graduating, the district may deny the privilege of participation in the graduation ceremony if the student has failed to return or replace a textbook or library resource by the date of the ceremony. Alternative payment methods, such as installment plans or school service, shall apply to students who are unable to pay.

Indigent students shall not be required to pay a textbook rental fee, damage deposit or fine for lost or damaged books or library resources. A student shall not be refused use of textbooks based on failure to pay the required fees.

**Fees for expendable supplies and materials**

Teachers shall determine a basic course for each class which can be completed with materials furnished by the school. However students may be charged a fee for expendable supplies and materials used in the course. Fees for expendable supplies and materials shall relate directly to the actual cost of providing these materials to the student. These fees shall be waived for indigent students. Students shall be required to pay for materials that go into shop, crafts or art projects that are above the basic requirements for the course and are to be retained by the student.

**Miscellaneous fees**

Students may be asked to pay miscellaneous fees and expenses on a voluntary basis as a condition of attending, participating in, or obtaining materials/clothing/equipment used in a school-sponsored activity or program not within the academic portion of the educational program.

Fees for the use of items such as choral robes, band uniforms and school-owned instruments shall be approved by the superintendent.

Students participating in activities which are not required by the teacher or used in the determination of a grade may be required to pay charges covering the cost of the activity. Such charges may include but are not limited to admission fees, food costs and transportation costs on activity trips. However, it is incumbent upon the teacher and principal to make every effort to be sure no student is denied the right to participate in trips or other enrichment activities because of lack of funds.
Waiver of fees

All fees, fines and charges for textbooks and expendable supplies and materials required for classes within the academic portion of the educational program shall be waived for indigent students. For purposes of determining if a student is able to pay, an indigent student is defined as any child who is eligible for a free or reduced price lunch under the federal poverty income guidelines.

Fee schedule

The district shall prepare and make available upon request a complete list of student fees, describing how the amount of each fee was derived and the purpose of each fee.

Parents/guardians shall be informed on the fee schedule or otherwise regarding how to apply for a waiver of fees, whether fees are voluntary or mandatory and the specific activity from which the student will be excluded if the fee is not paid. Students qualifying for a fee waiver will receive it without unnecessary embarrassment or public exposure of their need.

Adopted by the Board: March 2000

Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-32-109 (1)(u) (free textbooks to indigent students w/o loss/damage deposit)
C.R.S. 22-32-110 (1)(o) (textbooks for free or reasonable rental fee)
C.R.S. 22-32-110 (1)(jj) (sanctions for failing to return textbooks and library resources)
C.R.S. 22-32-117 (fees)
C. R.S. 22-32-118 (summer school fees)
CR.S. 22-45-104 (disposition of moneys collected from fines and fees)
CROSS REFS.: Administration policies:
JJ, Student Activities
JJJ, Extracurricular Activity Eligibility
Student Records/Release of Information on Students

1. Content and custody of records/information

Student education records in all formats and media, including photographic and electronic, may contain, but will not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations; reports of serious or recurrent behavior patterns and any individual education program (IEP).

Education records do not include records maintained by a law enforcement unit of the school or school district that are created by that unit for the purpose of law enforcement.

Nothing in this policy shall prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from a student's education records.

All requests for inspection and review of student education records and requests for copies of such records, as well as disclosure of personally identifiable information except as provided by law, shall be maintained as a part of each student's record.

The principal is the official custodian of student records in his or her building.

2. Access to records by parents and eligible students

A parent/guardian ("parent") has the right to inspect and review their child's education files. However, if a student is 18 years old or older ("eligible student"), the student may inspect or review his or her own records and provide written consent for disclosure of such records and personally identifiable information therein. If an eligible student is a dependent for federal income tax purposes, the parent also is entitled to access his/her child's educational records despite the lack of written consent from the eligible student.
During inspection and review of student records by a parent or eligible student and when requested by them, the principal will provide personnel necessary to give explanations and interpretations of the student records.

In all cases where access to student records is requested, except as provided in this policy, a written request to see the files must be made by the parent or eligible student. The principal, upon receipt of the written request, shall provide access to inspect and review the records and set a date and time for such inspection and review. In no case will the date set be more than three working days after the request has been made.

The parent or eligible student shall examine the student's records in the presence of the principal and/or other person(s) designated by the principal.

Only licensed personnel such as the assistant principal or counselor may be so designated.

The record itself shall not be taken from the school building. However, upon request, one copy of the record shall be provided within a reasonable time to the parent or eligible student at a cost of %.25 per page.

3. Requesting records from other school districts

When a student transfers to this school district from another district, the receiving school shall request the student's records from the transferring district if the records have not already been forwarded to the receiving school.

4. Transferring records to other school districts/post secondary institutions

Student records, including disciplinary records, may be transferred without consent to officials of another school, school system, or post secondary institution that has requested the records and in which the student seeks or intends to enroll. The district will provide a copy of the record to the eligible student or student's parents if so requested.
5. Requesting and receiving information and records from state agencies

Within the bounds of state law, school district personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including protecting public safety and the safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children’s Code.

School district personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained.

If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Education Rights and Privacy Act of 1974 (“FERPA”).

6. Request to amend education records

A parent or eligible student may ask the district to amend a record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student by writing to the school principal [or appropriate school official] clearly identifying the part of the record they want changed and specifying why it is inaccurate, misleading or otherwise violates the privacy rights of the student. The request to the principal to amend a student’s records must be made in writing within 10 school days of the date the records were first examined.

If the principal, after consulting with any other person having relevant information, decides not to amend the record as requested by the parent or eligible student, the principal shall 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 shall be provided to the parent or eligible student when notified of the right to a hearing.

A request for a formal hearing must be made in writing and addressed to the superintendent of schools. The response to the request shall be mailed within 10 school days. The hearing shall be held in accordance with the following:

a. The hearing will be held within 15 school days after receipt of the request. Notice of the date, place and time of the hearing will be
forwarded to the parent or eligible student by certified mail.

b. The hearing will be conducted by a principal or higher administrative official as designated in writing by the superintendent. The official conducting the hearing shall not be the principal who made the initial decision nor shall it be anyone with a direct interest in the outcome of the hearing.

c. Parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney.

d. The official designated above shall make a decision in writing within 10 school days following the conclusion of the hearing and shall notify the parent or eligible student of that decision by certified mail.

e. The decision of the official shall be based upon the evidence presented at the hearing and shall include a summary of the evidence and the reason for the decision.

f. The decision shall include a statement informing the parents or eligible student of their right to place in the student records a statement commenting upon the information in the records and/or setting forth any reason for disagreement. Any explanation placed in the records shall be maintained by the school district. If the student record is disclosed by the school to any other party, the explanation shall also be disclosed to that party.

7. **Disclosure with written consent**

Whenever the district is required by law or policy to seek written consent prior to disclosing personally identifiable information regarding a student, the notice provided to the parent or eligible student shall contain the following:

a. The specific records to be released

b. The specific reasons for such release

c. The specific identity of any person, agency or organization requesting such information and the intended uses of the information
d. The method or manner by which the records will be released

e. The right to review or receive a copy of the records to be released

Parent or eligible student consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity special education program or in any other school program shall not constitute the specific written consent required.

All signed consent forms shall be retained by the school district.

8. Disclosure without written consent

The district will disclose personally identifiable information from student records without written consent of the parent or eligible student only to those persons or entities allowed under federal or state law to receive such information.

The school district may disclose group scholastic achievement data from which the individual cannot be identified without written consent of the parent or eligible student. Another circumstance that permits disclosure without written consent is disclosure to a school official within the district having a legitimate educational interest in the education record or the personally identifiable information contained therein.

For purposes of this policy, a "school official" is a person employed by the district as an administrator, supervisor, teacher or support staff member; a person serving on the Board of Education; a person or company with whom the district has contracted to perform specialized tasks (such as attorneys, auditors, consultants and health care providers); or a parent/guardian or student serving on an official committee or assisting another school official in performing his or her tasks.

A school official has a "legitimate educational interest" if disclosure to the official is:

(1) Necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement;

(2) Used within the context of official district business and not for purposes extraneous to the official's areas of responsibility;

(3) Relevant to the accomplishment of some task or to a
determination about the student; and

(4) Consistent with the purposes for which the data are maintained.

Other circumstances that permit disclosure without written consent are listed in the notice to parents and students of rights concerning student records (JRA/JRC-E-1).

9. Disclosure of disciplinary information to school personnel

In accordance with state law, the principal or designee is required to communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. The purpose of this requirement is to keep school personnel apprised of situations that could pose a risk to the safety and welfare of others.

Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person. The principal or designee is required to inform the student and the student's parent when disciplinary information is communicated and to provide a copy of the disciplinary information. The student and/or the student's parent may challenge the accuracy of such disciplinary information through the process outlined in the notice to parents and students of rights concerning student school records (JRA/JRC-E-1).

10. Disclosure to military recruiting officers

Names, addresses and home telephone numbers, as well as directory information, of secondary school students will be released to military recruiting officers within 90 days of the request unless a parent or student submits a written request that such information not be released. Reasonable and customary actual expenses directly incurred by the district in furnishing this information will be paid by the requesting service.

11. Disclosure to Medicaid

In all cases in which a student is enrolled in the Colorado Medicaid program, the district shall release directory information consisting of the student's name, date of birth and gender to Health Care Policy and Financing (Colorado's Medicaid agency) to verify Medicaid eligibility of students. The district shall obtain written consent annually from a parent before the release of any non-directory information required for billing. To accomplish this, the district shall:
include a consent form with IEP packet materials.

12. Disclosure to criminal justice agencies

The superintendent or designee is authorized by law to share disciplinary and attendance information with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the school district when necessary to effectively serve the student prior to trial. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent.

13. Disclosure to the Colorado Commission on Higher Education (CCHE)

On or before December 31 of each school year, the school district shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

14. Disclosure to other parties

Except as noted in this policy, student records will not be released to other individuals and parties without a written request and authorization of the parent or eligible student.

15. Disclosure of directory information

The school district may disclose directory information without written consent of the parent or eligible student. The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than September 7 or the following Monday if September 7 is a Saturday or Sunday.

"Directory information" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information which may be released includes but is not limited to the student's name, e-mail address, photograph, 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, grade level, enrollment status,
degrees, honors and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Student telephone numbers and addresses shall not be disclosed pursuant to this section.

16. Annual notification of rights

The district will notify parents and eligible students of their rights pursuant to this policy at the beginning of each academic year. The notice will be in the form provided on exhibit JRA/JRC-E-1. For notice to parents or eligible students who are disabled or whose primary or home language is other than English, the format or method of notice will be modified so it is reasonably likely to inform them of their rights.

A copy of the Family Educational Rights and Privacy Act and this policy may be obtained from the office of the superintendent during normal business hours.

17. Waivers

A parent or eligible student may waive any or all rights protected by this policy. The waiver shall not be valid unless in writing and signed by the parent or eligible student. The district does not require a waiver but may request a waiver. Any waiver under this provision may be revoked at any time in writing.

Adopted: October, 2000

Revised: September, 2009

Revised: June, 2010

LEGAL REFS.: 20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

20 U.S.C. 7908 (military recruiter information contained in No Child Left Behind Act of 2001)

34 C.F.R. 99.1 et seq. (FERPA regulations)

C.R.S. 19-1-303 and 304 (records and information sharing under Colorado Children’s Code)

C.R.S. 22-1-123 (district shall comply with FERPA)
C.R.S. 22-32-109(1)(ff) (duty to establish policy on disclosing eighth grade students names and mailing addresses to the Colorado Commission on Higher Education)

C.R.S. 22-32-109.1(6) (duty to establish policy on sharing information consistent with state and federal law in the interest of making schools safe)

C.R.S. 22-32-109.3(2) (duty to share disciplinary and attendance information with criminal justice agencies)

C.R.S. 22-33-106.5 (court to notify of conviction of crime of violence and unlawful sexual behavior)

C.R.S. 22-33-107.5 (school district to notify of failure to attend school)

C.R.S. 24-72-204(3)(a)(VI) (schools cannot disclose address and phone number without consent)

C.R.S. 24-72-204(3)(d) (information to military recruiters)

C.R.S. 24-72-204(3)(e)(I) (certain FERPA provisions enacted into Colorado Law)

C.R.S. 24-72-204(3)(e)(II) (disclosure by staff of information gained through personal knowledge or observation)

C.R.S. 24-72-205(5) (fee for copying public record)

C.R.S. 25.5-1-116 (confidentiality of HCPF records)

CROSS REFS.: GBG, Liability of School Personnel/Staff Protection

JK, Student Discipline

JLC, Student Health Services and Records

JRCA*, Sharing of Student Records/Information between School District and State Agencies

KLMA, Relations with Military Recruiters, Postsecondary Institutions and Prospective Employers
Student Records/Release of Information on Students
(Notification to Parents and Students of Rights Concerning
Student School Records)

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 with respect to the students education records, as follows:

1. The right to inspect and review the students education records within 3 days of the district 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 the records(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 students education records that the parent or eligible student believes are inaccurate, misleading or otherwise violates the privacy rights of the student.

A parent or eligible student may ask the district to amend a record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student by writing to the school principal [or appropriate school official] clearly identifying the part of the record they want changed and specifying why it is inaccurate, misleading or otherwise violates the privacy rights of the student.

If the principal decides not to amend the record as requested, the principal 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 disclosure of personally identifiable information contained in the students education records, except to the extent that FERPA and state law authorize disclosure without consent.

Whenever the district is required by law or policy to seek written consent
prior to disclosing personally identifiable information regarding a student, the notice provided to the parent or eligible student shall contain the following:

- The specific records to be released;
- The specific reasons for such release;
- The specific identity of any person, agency or organization requesting such information and the intended uses of the information;
- The method or manner by which the records will be released; and
- The right to review or receive a copy of the records to be released.

Parent or eligible student consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program or in any other school program shall not constitute the specific written consent required.

All signed consent forms shall be retained by the school district.

Disclosure of personally identifiable information can be made without consent to the following:

a. A school official within the district, who has a legitimate educational interest in the education record or the personally identifiable information contained therein. A school official is a person employed by the district as an administrator, supervisor, teacher, or support staff member; a person serving on the Board of Education; a person or company with whom the district has contracted to perform specialized tasks (such as an attorney, auditor, consultant or health care provider); or a parent or student serving on an official committee, or assisting another school official in performing his or her tasks.

A school official has legitimate educational interest if disclosure to the official is:

(1) Necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement;

(2) Used within the context of official district business and not for
purposes extraneous to the officials areas of responsibility;

(3) Relevant to the accomplishment of some task or to a determination about the student; and

(4) Consistent with the purposes for which the data are maintained.

b. Officials of another school, school system or postsecondary institution that has requested the records and in which the student seeks or intends to enroll. In this case, disciplinary information may be included. The district will provide a copy of the record to the eligible student or students parents if so requested.

c. In connection with a students application for or receipt of financial aid.

d. A criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the school district when necessary to effectively serve the student prior to trial. Such information shall only include disciplinary and attendance information and shall only be shared upon certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent.

e. Educational testing and research organizations for the purpose of administering student aid programs or improving instruction or predictive tests as long as confidentiality is maintained and such organizations are required to destroy records after they no longer are needed.

f. Accrediting institutions to carry out their accrediting functions.

g. Parents of students over 18 years of age that are dependent for federal income tax purposes.

h. In emergency situations to appropriate persons if the information is necessary to protect the health or safety of the student or others.

i. Anyone if required by a court order or subpoena. The district will make reasonable efforts to notify the parent or eligible student prior to complying with the subpoena or court order. The district will not provide such notice if the subpoena is issued by a federal grand jury or any other law enforcement purpose where the court has ordered
non-disclosure of the existence or contents of the subpoena or information furnished.

j. A court presiding over a legal action initiated by the school district where the education records are relevant, or initiated by a parent or eligible student where the records are relevant for the school districts defense.

The school district may disclose group scholastic achievement data from which the individual cannot be identified without written consent of the parent or eligible student.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:


5. The right to refuse to permit the designation of any or all of the categories of directory information.

The district is permitted by law to disclose directory information without written consent of the parent or eligible student. Directory information means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than September 7 or the following Monday if September 7 is a Saturday or Sunday.

Directory information which may be released includes but is not limited to the student's name, e-mail address, photograph, 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, grade level, enrollment status, degrees, honors and awards received, the most recent and previous education agency or institution attended by the student, and other similar information. Student telephone numbers and addresses shall not be disclosed pursuant to this section.

6. The right to request that information not be provided to military recruiting officers. Names, addresses and home telephone numbers of secondary school students will be released to military recruiting
officers within 90 days of the request unless a parent or student submits a written request that such information not be released.

Adopted: June, 2010
Opt-Out Form for Disclosure of Information to Military Recruiters

[ ] Do not disclose my child's/my name, address, telephone number or directory information to any United States military recruiter.

Signature of parent/guardian

or student __________________________________________

Student's name______________________________________

Date____________

Adopted: June, 2010
Sharing of Student Records/Information between School District and State Agencies

It is the district’s intention to utilize all avenues under state law to facilitate the sharing of relevant student records and information when necessary to protect the safety and welfare of school district staff, visitors, students, and the public and to protect property.

The superintendent shall develop procedures and a training program for staff consistent with this policy. The procedures shall direct school district personnel to provide and obtain student records and information to/from state agencies, including law enforcement and judicial department agencies, to the extent required or allowed by state and federal law.

Sharing of information by the school district

Disciplinary and attendance information shall only be shared with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the school district when necessary to effectively serve the student prior to adjudication. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student’s parent/guardian.

School personnel who share disciplinary and attendance information concerning a student pursuant to this policy are immune from civil and criminal liability if they act in good faith compliance with state law.

Nothing in this policy shall prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from student’s education records.

Information obtained from state agencies

Within the bounds of state law, school district personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including to protect public safety and safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children’s Code.

School district personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained. School personnel who knowingly violate this provision are subject to disciplinary action pursuant to district policy and to a civil penalty of up to $1,000.

If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of
federal law, including the Family Education Rights and Privacy Act of 1974 ("FERPA").

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

The information shall be used by the superintendent to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The district shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies.

Adopted: October 2000
Revised: December, 2005

LEGAL REFS.: 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §99.1 et seq. (Regulations)
C.R.S. 19-1-303 and 304 (records and information sharing under Colorado Children's Code)
C.R.S. 19-1-304(5.5) (duty of prosecuting attorney to provide juvenile delinquency records)
C.R.S. 22-1-122 (district shall comply with FERPA)
C. R. S. 22-32-109.1(6) (duty to establish policy on sharing information consistent with state and federal law in the interest of making schools safer) C. R. S. 22-32-109.3 (2) (duty to share disciplinary and attendance information with criminal justice agencies)
C. R. S. 22-33-106.5 (court to notify of conviction of crime of violence and unlawful sexual behavior)
C. R. S. 22-33-1 07.5 (school district to notify of failure to attend school) C.R.S. 24-72-204 (3)(e)(l) (certain FERPA provisions enacted into Colorado Law)
C. R. S. 24-72-204(3) (e) (II) (disclosure by staff of information gained through personal knowledge or observation)

CROSS REFS.:
Administration policies:
JKD/JKE, Suspension/Expulsion of Students
JRA/JRC, Student Records/Release of Information on Students

Board policy:
EL-9, Treatment of Students, Parents and Community
Student Use of the Internet and Electronic Communications

The Internet and electronic communications (e-mail, chat rooms and other forms of electronic communication) have vast potential to support curriculum and student learning. The Board of Education believes they should be used in schools as a learning resource to educate and to inform.

Use of the Internet and electronic communications require 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.

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. While it is impossible to predict with certainty what information students might locate or come into contact with, the district shall take reasonable steps to protect students from accessing material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board. Students shall take responsibility for their own use of district computers and computer systems to avoid contact with material or information that may be harmful to minors.

Blocking or filtering obscene, pornographic and harmful information

Software that blocks or filters material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board, shall be installed on all district computers having Internet or electronic communications access. Students shall report access to material and information that is obscene, child pornography, harmful to minors or otherwise in violation of this policy to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

No expectation of privacy

District computers and computer systems are owned by the district and are intended for educational purposes at all times. Students shall have no expectation of privacy when using the Internet or electronic communications. The district reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of district computers and computer systems, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through district computers and computer systems shall remain the property of the school district.
Unauthorized and unacceptable uses

Students shall use district computers and computer systems in a responsible, efficient, ethical and legal manner.

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

No student 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 contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion

that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the district’s nondiscrimination policies

for personal profit, financial gain, advertising, commercial transaction or political purposes

that plagiarizes the work of another 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 district policy, including but not limited to copyrighted material and material protected by trade secret

that contains personal information about themselves or others, including information protected by confidentiality laws

using another individual’s Internet or electronic communications account without written permission from that individual

that impersonates another or transmits through an anonymous remailer

that accesses fee services without specific permission from the system administrator
Security

Security on district computer systems is a high priority. Students who identify a security problem while using the Internet or electronic communications must immediately notify a 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 shall not:
- use another person’s password or any other identifier
- gain or attempt to gain unauthorized access to district computers or computer systems
- read, alter, delete or copy, or attempt to do so, electronic communications of other system users

Any user identified as a security risk, or as having a history of problems with other computer systems, may be denied access to the Internet and electronic communications.

Safety

Students shall not reveal personal information of themselves or fellow students and staff, such as home address or phone number, while using the Internet or electronic communications. Without first obtaining permission of the supervising staff member, students shall not use their last name or any other information that might allow another person to locate him or her. Students 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 school disciplinary action, including suspension or expulsion, and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the school district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or district-owned software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

Unauthorized software

Students are prohibited from using or possessing any software that has been downloaded or is otherwise in the user’s possession without appropriate registration and payment of any fees owed to the software owner.

Assigning student projects and monitoring student use

The district will make reasonable efforts to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers and
staff have a professional responsibility to work together to monitor students' use of 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 shall have specifically defined objectives and search strategies prior to accessing material and information on the Internet and through electronic communications.

Opportunities shall be made available on a regular basis for parents to observe student use of the Internet and electronic communications in schools.

All students shall be supervised by staff while using the Internet or electronic communications at a ratio of at least one staff member to each 25 students. Staff members assigned to supervise student use shall have received training in Internet and electronic communications safety and monitoring student use.

**Student use is a privilege**

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

Students and parents/guardians shall be required to sign the district's Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

**School district makes no warranties**

The school district makes no warranties of any kind, whether express or implied, related to the use of district computers and computer systems, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the district of the content, nor does the district make any guarantee as to the accuracy or quality of information received. The district shall not be responsible for any damages, losses or costs a student suffers in using the 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 student's own risk.

Adopted: November, 2010

LEGAL REFS.: 47 U.S.C. 254(h) *(Children's Internet Protection Act of 2000)*
  U.S.C. 6801 *et seq.* *(Elementary and Secondary Education Act)*
  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
Student Use of the Internet and Electronic Communications

Access to electronic resources is available to students, faculty and staff in the Trinidad Public School District (TPSD Net). TPSD Net will connect all district schools and provide access to electronic networked resources, including the Internet. The district’s goal in providing this service to teachers and students is to promote educational excellence in the schools by facilitating resource sharing, innovation, collaboration and communication.

Acceptable use

The purpose of TPSD Net is to support education in the Trinidad Public Schools by providing access to a variety of resources and the opportunity for collaborative work. Individual users of the Internet are responsible for their use of the network. Use of other organizations’ networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for product advertisement or political lobbying is generally not consistent with the purposes of the TPSD Net. Illegal activities are strictly prohibited.

Privileges

The use of the TPSD Net is a privilege, not a right, and inappropriate use can result in a cancellation of those privileges. Inappropriate use will be assessed by the system administrators based upon the acceptable use guidelines outlined in this document. The system administrators have the right to close an account at any time. The administration, faculty and staff of Trinidad High School may deny, revoke or suspend specific user accounts.

Rules and responsibilities

1. The use of accounts must be for education and research consistent with the educational objectives and state standards of the district.
2. As a user of this school community system, students will notify a teacher or system administrator of any violations of this contract taking place by other Trinidad students or outside parties. This may be done anonymously.
3. Users may not give their passwords to anyone. Users must sign in at a computer if a password is not needed for access to the computer.
4. Users may not offer Internet access to any individual via their TPSD Net accounts.
5. Users may not use or play any games via the network, including those accessible via Telenet, unless it is part of a class assignment or project.
6. Users may not use or alter anyone else’s Internet account.
7. Users may not create or share computer viruses.
8. Users may not destroy another person’s data.
9. Users are not permitted to get from or put onto the network any copyrighted material (including software) or threatening, obscene or pornographic material.
10. No illegal activities may be conducted via the network.
11. All communications and information accessible via the network.
12. Pop, candy and food are not allowed while working on or near computers.
13. Chat rooms and e-mail, unless set up or assigned for educational purposes, are not permitted.
14. If students have any questions about the legitimacy of their activities, they should ask a teacher or a building administrator.
15. Users must not bypass any security measure installed on network computers. District Internet users are expected to abide by these generally accepted network etiquette rules.

These include, but are not limited to, the following:
1. Be polite and respectful. Do not threaten, write, read or send abusive messages. Inappropriate messages can result in suspension of access privileges.
2. Treat other online users, as you would like to be treated — with respect.

Approved: 2003
Revised: December 2005
Student Use of the Internet and Electronic Communications
(Annual Acceptable Use Agreement)

Student

I have read, understand and will abide by the district's policy on Student Use of the Internet and Electronic Communications. Should I commit any violation or in any way misuse my access to the school district's computers or computer system, 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.

If I am 18 years or older, I hereby release the school district from all costs, claims, damages or losses resulting from my use of district computers and computer systems, including use of the Internet and electronic communications, including but not limited to, any user fees or charges incurred through the purchase of goods or services.

By checking the boxes below, I give permission and release visual, audio, and pictorial work or photos to be placed and viewed electronically via the Internet:

- I give permission for my written work, oral and visual work to appear on a school/classroom wiki, blog, school library and/or District webpage.
- I give permission for my picture to appear on school/classroom wiki, blog, school library and/or district webpage with the understanding that his/her last name will not be used.
- I give permission for my voice to be used in school/class podcasts (audio recordings) that are published on the web.
- I give permission for my video image to be published on the web.

Your signature on this Acceptable Use Agreement is binding and indicates you have read the school district's policy on Student Use of the Internet and Electronic Communications and understand its significance.

______________________________  ______________________
Student's Name (printed)        Date

______________________________  ______________________
Student's Signature             Date

Adopted: November, 2010
Parent or Guardian

If the user is under 18 years of age, a parent or guardian must also sign this Agreement.

As the parent or guardian of this student, I have read the district's policy on Student Use of the Internet and Electronic Communications. I understand that access to the Internet and electronic communications is designed for educational purposes and that the school district has taken reasonable steps to block or filter material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board. I also recognize, however, that it is impossible for the school district to prevent access to all materials or information I might find harmful or controversial and I agree not to hold the district responsible for any such materials and information accessed by my child. Further, I accept full responsibility for supervision if and when my child’s Internet or electronic communications use is not in a school setting.

I hereby release the school district from all costs, claims, damages or losses resulting from my child’s use of district computers and computer systems, including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods or services.

By checking the boxes below, I give permission and release visual, audio, and pictorial work or photos to be placed and viewed electronically via the Internet:

- I give permission for my written work, oral and visual work to appear on a school/classroom wiki, blog, school library and/or District webpage.
- I give permission for my picture to appear on school/classroom wiki, blog, school library and/or district webpage with the understanding that his/her last name will not be used.
- I give permission for my voice to be used in school/class podcasts (audio recordings) that are published on the web.
- I give permission for my video image to be published on the web.
- I give permission for my student to use classroom wiki, blog, and other web 2.0 tools to accomplish 21st Century Learning Goals.

Your signature on this Acceptable Use Agreement is binding and indicates you have read the district’s policy on Student Use of the Internet and Electronic Communications carefully and understand its significance.

Parent/Guardian’s Name (printed) ________________ Date ________________

Parent/Guardian’s Signature ________________ Date ________________

Adopted: November, 2010
CIVILITY POLICY

Civility Conduct of Parents, Other Visitors and District Employees

It is the intent of the School Board to promote mutual respect, civility and orderly conduct among district employees, parents and the public. It is not the intent of the school board to deprive any person of his or her right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, staff, parents and other members of the community. In the interest of presenting teachers and other employees as positive role models, the school board encourages positive communication and discourages volatile, hostile or aggressive communications or actions.

1. Expected level of behavior: School and district personnel will treat parents and other members of the public with courtesy and respect; parents and visitors will treat teachers, administrators and other district employees with courtesy and respect.

2. Unacceptable/disruptive behavior: Disruptive behavior includes, but is not necessarily limited to:
   - Behavior which interferes with or threatens to interfere with the operation of a classroom, an employee's office or office area, areas of school or facility open to parents/guardians and the general public. It also covers areas of a school or facility, which are not open to parent/guardians and general public;
   - Using loud and/or offensive language, swearing, cursing or display of temper;
   - Threatening to do bodily or physical harm to a teacher, school administrator, school employee or student, regardless of whether or not the behavior constitutes or may constitute a criminal violation;
   - Damaging or destroying school or school board property;
   - Any other behavior that disrupts the orderly operation of a school, classroom or any other school board facility;
   - Abusive threatening or obscene email or voice mail messages.

3. Parent recourse:
   - Any parent who believes he/she was subject to unacceptable/disruptive behavior on the part of any staff member should bring such behavior to the attention of the staff member's immediate supervisor or appropriate director.

   The parent may report verbally or in writing using the district complaint form.

4. Authority of school personnel:
   - Authority to direct persons to leave school or school board premises: Any individual who (1) disrupts or threatens to disrupt school or school district operations; (2) threatens or attempts to do or does physical harm to school board personnel, students or others lawfully
on a school or school board premises; (3) threatens the health or safety of students, school
board personnel or others lawfully on a school or school board premises; (4) intentionally
does damage to school, school board property or property of others lawfully on a school
campus or school board premises; (5) uses loud or offensive language or who, without
authorization, comes on a school or other school board facility may be directed to leave the
school or school board premises by a school’s principal or assistant principal, or in their
absence a person who is lawfully in charge of the school or any district level administrator. If
the person refuses to leave the premises as directed, the administrator or other authorized
personnel shall seek the assistance of law enforcement and request that law enforcement
take such action as is deemed necessary.

Authority to deal with persons who are verbally abusive

If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or
demeaning manner, the employee to whom the remarks are directed shall calmly and politely
warn the speaker to communicate civilly. If the verbal abuse continues, the employee to whom
the remarks are directed may, after giving appropriate notice to the speaker, terminate the
meeting, conference or telephone conversation. If the meeting or conference is on school or
school board premises, any employee may request that an administrator or other authorized
person direct the speaker to promptly leave the premises. If the person refuses to leave, the
administrator or other authorized personnel shall seek the assistance of law enforcement and
request that law enforcement take such action as is deemed necessary. If the employee is
threatened with personal harm, the employee may contact law enforcement.

Adopted: September, 2010
Parent Involvement in Education

The district believes that the education of each student is a responsibility shared by the school as well as parents. The district recognizes the need for a constructive partnership between the district and parents that provides for two-way communication and fosters educational support for students and parents. In this policy, the word “parent” also includes guardians and other members of a student’s family involved in the student’s education.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning.

To that end all district schools shall:

1. Consult with and encourage parents to share in school planning and in the setting of objectives through participating in building level accountability committees.

2. Help parents understand the educational process and their role in supporting student achievement.

3. Inform parents of school choices within the district, including but not limited to, information on open enrollment, choice programs and charter school options.

4. Provide opportunities for parents to be informed about their student’s progress toward attaining proficiency on state and district content standards through written materials and public meetings. Information shall explain how the student’s progress will be measured and how parents will be informed of such progress. This information shall also be provided to the building level and district accountability committees.

5. Provide appropriate avenues for parents to find support in their role.

6. Encourage formal organizations for parents at each school building as well as at the district level. The organizations shall receive information concerning district and school activities and shall have opportunities for input into district decisions as appropriate.

The district also recognizes the special importance of parental involvement to the success of its Title I, Migrant Education Program (MEP), and Limited English Proficiency (LEP) programs. The district and schools have jointly developed with parents written parent involvement policies that meet the requirements of federal law.
LEGAL REFS.: C.R.S. 22-7-101 through 22-7-107 (Educational Accountability Act of 1971) (local accountability programs)
C.R.S. 22-7-407 (5) (informing parents about standards-based education)
C.R.S. 22-11-201 (4)(b)(I) (accreditation contract must bind district to administer community involvement, including processes for parents)
C.R.S. 22-30.5-109 (publicity regarding educational options)
1 CCR 301-1, Rules 2202-R.2.01 (4)(j) (accreditation contract must include goals and processes for informing and involving parents, families, community and accountability committees)
20 U.S.C. §6301 et seq. (No Child Left Behind Act of 2001)
   Title I, Part A, Section 1118 (Title I parent involvement requirements)
   Title I, Part A, Section 1114 (b)(1)(F) (Schoolwide Reform Program must include strategies to increase parent involvement)
   Title I, Part A, Section 1115 (c)(1)(g) (Targeted Assistance Program must include parent involvement strategies)
   Title I, Part A, Section 1116 (a)(1)(D) (school districts’ receiving Title I funds must review effectiveness of parent involvement actions and activities at schools)
   Title I, Part F, Section 1606 (a)(7) (Comprehensive School Reform Grant Program parent involvement requirements)
   Title II, Part A, Section (a)(3)(B)(IV) (preparing and training for highly qualified teachers and principals Grant Program parent involvement provisions)
   Title I, Part A, Section 1112 (g) (parent involvement and notifications in districts using Title I funds to provide language instruction to limited English proficient students)
   Title I, Part C, Section 1304 (b)(3) (parent involvement and notifications in districts using Title I funds for the education of migratory children)
   Title I, Part A, Section 1114 (b)(2) (eligible school that desires to operate a school wide program must develop a comprehensive reform plan)

CROSS REFS.:
Administration policies:
   AEA, Standards Based Education
   IA, Instructional Goals and Learning Objectives
   IHBIB, Primary/Preprimary Education
   IL, Evaluation of Instructional Programs
   ILBA, District Program Assessment
   ILBB, State Program Assessments
   KBA, District Title I Parent Involvement Policy
   KD, Public Information and Communications

Board policies:
EL-4, Communication and Counsel to the Board
EL-5, Commitment to Accomplishment and Accountability
EL-9, Treatment of Students, Parents and the Community
GP-6, Board Committee Principles
District Title I Parent Involvement  
(Communications with the Public)

Pursuant to federal law, the district and the parents of students participating in Title I district programs have jointly developed the following parent involvement policy. The policy shall be implemented by the superintendent or designee according to the timeline set forth in the policy and incorporated into the district’s Title I plan.

Involvement with Title I planning

The district shall hold an annual meeting for parents of students in Title I programs, as well as school Title I staff, principals of schools receiving Title I funds and other interested persons to discuss the Title I program plan, review implementation of the Title I plan, discuss how Title I funds allotted for parent involvement activities shall be used, and invite suggestions for improvement.

District support for parent involvement

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for strong parent involvement to improve student academic achievement and school performance.

This coordination shall include:

- The appointment of the Title I Director as the district’s Parent Involvement Coordinator
- The appointment of a District/Building Parent Advisory Council to provide advice on matters related to parent involvement in Title I funded activities
- The appointment of a Building Parent Involvement Coordinator
- The encouragement of community organizations and businesses to become involved with these activities

The district, with the assistance of parents, shall develop and implement a district professional development plan to enhance the skills of teachers, pupil services personnel, principals and other staff in:

- the value and utility of contributions of parents
- how to reach out to, communicate with, and work with parents as equal partners
- implementing and coordinating parent programs
- building ties between parents and the school

Coordination of parent involvement activities with other district programs

The district shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Even Start, Head Start and other programs that encourage parent participation.
Student learning

The district shall coordinate and integrate Title I parental involvement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

The district will continue to integrate building and district activities including accountability meetings, PTO, parent teacher conferences, and other means of parent communications such as, newsletters, e-mails and news articles.

The district shall assist parents in understanding the state’s academic standards, assessments and the requirements of Title I. The district will develop written materials for teachers to help parents work with their students to improve student achievement.

To ensure that parents are informed of district information, the district will enlist the help or support from ESL instructor(s), parent advocates, staff and BOCES representatives when appropriate.

School-based parent involvement activities

The district will encourage parents or guardians to become involved in the activities of schools with Title I programs by not only giving information, but also establishing a district support system.

The district support system shall include the following standards:

- Communicating – communication between home and school is regular, two-way and meaningful
- Parenting – parenting skills are promoted and supported
- Student learning – parents play an integral role in assisting student learning
- Volunteering – parents are welcome in the school, and their support and assistance are sought
- School decision making and advocacy – parents are full partners in the decisions that affect children and families
- Collaborating with the community – community resources are used to strengthen schools, families and student learning

Method of communicating with parents

All information related to school and parent programs, meetings and activities shall be sent to parents thorough newsletters, schedules, parent conferences, parent/school compacts, telephone contacts, radio and television notices.
Annual evaluation

The district shall conduct, with the assistance of parents, an annual evaluation of this policy. Effectiveness shall be measured partially by improvement in student achievement. The evaluation shall address barriers to greater participation. The findings of the evaluation will be used to design strategies for more effective parental involvement and to revise this policy if necessary.

Development of school-level Title I parent involvement policy

Each school receiving Title I funds shall jointly develop with and distribute to parents of students participating in the Title I program a School-Level Title I Parent Involvement Policy.

Adopted by the Board: October 2003
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-7-101 through 22-7-107 (Educational Accountability Act of 1971) (local accountability programs)
C.R.S. 22-7-407 (5) (informing parents about standards-based education)
C.R.S. 22-11-201 (4)(b)(I) (accreditation contract must bind district to administer community involvement, including processes for parents)
C.R.S. 22-30.5-109 (publicity regarding educational options)
1 CCR 301-1, Rules 2202-R.2.01 (4)(j) (accreditation contract must include goals and processes for informing and involving parents, families, community and accountability committees)
20 U.S.C. §6301 et seq. (No Child Left Behind Act of 2001)
Title I, Part A, Section 1118 (Title I parent involvement requirements)
Title I, Part A, Section 1114 (b)(1)(F) (Schoolwide Reform Program must include strategies to increase parent involvement)
Title I, Part A, Section 1115 (c)(1)(g) (Targeted Assistance Program must include parent involvement strategies)
Title I, Part A, Section 1116 (a)(1)(D) (school districts’ receiving Title I funds must review effectiveness of parent involvement actions and activities at schools)
Title I, Part F, Section 1606 (a)(7) (Comprehensive School Reform Grant Program parent involvement requirements)
Title II, Part A, Section (a)(3)(B)(IV) (preparing and training for highly qualified teachers and principals Grant Program parent involvement provisions)
Title I, Part A, Section 1112 (g) (parent involvement and notifications in districts using Title I funds to provide language instruction to limited English proficient students)
Title I, Part C, Section 1304 (b)(3) (parent involvement and notifications in districts using Title I funds for the education of migratory children)
Title I, Part A, Section 1114 (b)(2) (eligible school that desires to operate a schoolwide program must develop a comprehensive reform plan)

CROSS REFS.: Administration policies:
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IHIBIB, Primary/Preprimary Education
IL, Evaluation of Instructional Program
ILBA, District Program Assessment
ILBB, State Program Assessments
KD, Public Information and Communications

Board policies:
EL-9, Treatment of Students, Parents and Community
GP-6, Board Committee Principles
GP-7, Committee Structure
School-Level Title I Parent Involvement Policy
(School/Parent Compact)

This policy and compact has been jointly developed and agreed upon by the Trinidad School and parents of students served in the school pursuant to Title I (hereafter referred to as "parents").

Policy

The administration, staff and parents of this school believe that the improved academic achievement of each student is a responsibility shared by the entire school community, including the school district, school, community members, school administration, staff, students, and parents (as defined for purposes of this policy to include guardians and all members of a student’s family involved in the student’s education).

Parent involvement activities in the school will include opportunities for:
- Parents to volunteer and be involved in school activities
- Staff development and parent education
- Parents to provide home support for their student’s education
- Parents to participate in school decision making
- Effective communication between the school and parents

Responsibilities of school

The school will:
- Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards.
- Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I programs, plans and policies.

School Parent Involvement Policy, the administration will:
- Facilitate and implement the Title I Parent Involvement policy.
- Involve parents in the planning, review and improvement of the School Parent Involvement Policy at least annually.
- Provide notice to parents of the School Parent Involvement Policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand.
- Make the School Parent Involvement Policy available to the community.

With regard to parent meetings, the administration will:
- Convene annual meetings to inform parents of their school’s participation in Title I, the requirements of Title I and the right of parents to be involved.
- Inform parents of all meetings and encourage and invite parents to attend.
- Meetings shall be offered at various convenient dates and times too facilitate attendance by parents.
With regard to Title I Programs and Plans, the administration will: Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet. Involve parents in the planning, review and improvement of any Title I programs at the school. If the Title I plan is not satisfactory to the parents, submit any parent comments on the plan when it is submitted to the district. If requested by parents, provide opportunities for regular meetings of parents and the school where parents may offer suggestions and ask questions regarding Title I policies and programs. Administrators will provide timely responses to parents’ suggestions and questions. Provide assistance to parents, as appropriate, in understanding such topics as the state’s academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student’s academic progress and how to work with school staff to improve the achievement of the student.

With regard to professional development, the administration will: With the assistance of parents, educate teachers, pupil services personnel, principals and other staff in: the value and utility of contributions of parents how to reach out to, communicate with, and work with parents as equal partners implementing and coordinating parent programs building ties between parents and the school

With regard to the coordination with other programs, the administration will: To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their student.

Shared responsibilities of administration and staff

Administration and staff will: Provide assistance to parents, as appropriate, in understanding such topics as the state’s academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student’s academic progress and how to work with school staff to improve the achievement of the student.
Provide materials and training to help parents work with their student to improve the student’s achievement, such as literacy training and using technology as appropriate, to foster parental involvement. Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. [Note: this may mean not only in a language that is something other than English, but also to address the education level and other factors that affect comprehensibility].
Provide such other reasonable support for parental involvement activities as parents may request.
Provide access to educational resources for parents to use together with their students.

Responsibilities of staff

The staff will:
Assist the administration in facilitating and implementing the Title I Parent Involvement policy and parent involvement activities.
Advise parents of their student’s progress on a regular basis.
Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student’s progress and to participate as appropriate in the decisions relating to their student’s education. For elementary schools, at least one parent/teacher conference shall be held each year during which the School-Level Title I Parent Involvement Policy (School/Parent Compact) will be discussed as it relates to the student’s achievement.
Provide opportunities for parents to volunteer and participate in their student’s class and observe classroom activities.

Responsibilities of parents

Parents will:
Support their student’s learning at home by: monitoring attendance monitoring completion of homework monitoring television watching encouraging positive use of extracurricular time Volunteer in the classroom.
Participate, as appropriate, in decisions related to their student’s education.
Participate in school activities on a regular basis.
Actively communicate with school staff regarding their student’s needs and circumstances.
Be aware of and follow rules and regulations of the school and school district.
School staff member: ____________________________  Date:____________________

______________________________  Title
Name (print)

Parent: ____________________________  Date:____________________

______________________________  Signature
Name (print)

Adopted: December, 2005
Custodial and Non-custodial Parent Rights and Responsibilities

The district presumes that the person who enrolls a student in school is the student’s custodial parent. Unless a Colorado court specifies otherwise and a certified copy of the order is submitted to the school, the custodial parent shall be the one whom the school district holds responsible for the education and welfare of the child.

If the rights of a non-custodial parent are restricted by a Colorado court order, the custodial parent must submit a certified copy of the order to the school. Unless informed through the submission of such a court order, the school district assumes there are no restrictions regarding a non-custodial parent’s rights, including the right to:

- be kept informed of the student’s school progress and activities
- access all of the student’s educational records including, but not limited to the student’s cumulative file and the student’s special education file, if applicable
- participate in teacher conferences, except that no decisions regarding the child’s education or activities shall be made unless the custodial parent is also present

The student shall not be permitted to visit with or be released to anyone, including the non-custodial parent, without the approval of the custodial parent.

Adopted by the Board: December, 2005

34 C.F.R. §99.1 et seq. (regulations)

CROSS REFS.:
Administration policy:
JRA/JRC, Student Records/Release of Information on Students

Board policy:
EL-9, Treatment of Students, Parents and Community
Custodial and Non-custodial Parent Rights and Responsibilities

The following procedures have been developed for situations involving child custody, visitation and release of records:

1. The enrollment records of the district will include information regarding the marital status of a student's parents. Such status will be reviewed each year. The parents will be informed that this information is requested solely to protect their rights as parents.

2. The school secretary will keep a card file easily accessible to the principal to flag the files of students whose parents are divorced or legally separated or have other special custody arrangements.

3. If a person whom the principal does not recognize appears at school requesting the dismissal of a student, the principal will ask for identification such as a driver's license.

Children of divorced/separated parents

1. Both natural parents have the right to:
   a. View the child's school records.
   b. Receive school progress reports.

2. If a student's parents are divorced or legally separated, district personnel will request a copy of the legal document pertaining to child custody.

3. The district will presume that both parents have equal access to a child when that student is registered in school unless one parent provides the district with a Colorado court order indicating otherwise.

4. A copy of the court order governing a divorce, separation or delineation of parental rights will be provided by the custodial parent and kept in the student's cumulative record as a temporary record.

5. If the school is aware that the student's parents are divorced or separated and a parent refuses to provide a copy of the court order to the district, the principal will be advised and a statement of the refusal will be noted, including the date and situation. This statement will be filed in the student's cumulative record. The district will provide full access to both parents in this case.
6. A student will not be denied admission to school on the basis of refusing the request for documentation of a divorce, separation or delineation of parental rights.

7. In some instances, two opposing Colorado court orders may be presented to the school. In such event, the most current order will govern.

8. Joint custody stipulations in a divorce decree will be read carefully in order to understand the rights and privileges allowed each parent. The school will review such a decree for residency and visitation rights purposes. Students may be allowed by such a decree to attend two schools on a rotation basis corresponding to custody arrangements.

9. A student will not be released to or visited by a non-custodial parent during the school day unless the custodial parent has provided written permission stipulating the time and date of the release or permission for visitation.

10. If a school official is in doubt about the validity of a request or documentation presented, the official will contact the superintendent. The official should request positive identification of any individual making a request for release or visitation of a student.

11. If a parent making a request for release or visitation refuses to leave the school premises at the principal's request, the principal will contact the appropriate law enforcement agency.

12. Contact from an attorney on behalf of a parent may be referred to the school attorney on advice of the superintendent.

Adopted: December, 2005
Community Involvement in Decision Making

The district endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the academic achievement of students in the district. It therefore intends to exert every effort to identify the desires and concerns of the community and be responsive, through its actions, to those desires and concerns.

All citizens of the district are encouraged to express their ideas, concerns and judgments about the schools through such means as written suggestions or proposals; presentations at hearings; responses to surveys made through interviews, written instruments or other means; comments at meetings of the Board, service on citizens’ advisory committees, participation in focus groups and involvement in community engagement processes.

The advice and concerns expressed by the school community will be given careful consideration. In the evaluation of such input, the first concern will be for the educational program as it affects students. The district's final decision may depart from the views expressed by some members of the school community when in the judgment of the district such views are not consistent with the good educational practice or within reach of available financial resources.

Adopted by the Board: December, 2005

CROSS REF.:

Board policy:
EL-9, Treatment of Students, Parents and Community
Public Information and Communications

Because the schools are an important aspect of this community and because the residents of the district are interested in the programs and activities of the schools, the district shall make every attempt to:

1. Keep the public informed about the policies, administrative operations, objectives and educational programs of the schools.

2. Provide the means for furnishing full and accurate information, favorable and unfavorable, together with interpretation and explanation of school plans and programs.

In meeting these goals, the district shall place great importance upon the role of the teacher as communicator and interpreter of the school program to parents/guardians and the general public. Further, it recognizes that there are times when direct communication between school officials and the community is necessary. At such times, the district shall encourage and provide these opportunities.

The superintendent has developed procedures and techniques for ensuring a continuous and free-flowing line of communication between the staff and the district's residents.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-2-117 (2) (waivers from State Board of Education; public notice required)
C.R.S. 22-7-101 through 22-7-107 (local accountability programs)
C.R.S. 22-7-205 (local goals & objectives)
C.R.S. 22-7-207 (building level committee recommendations)
C.R.S. 22-11-101 et seq. (Educational Accreditation Act of 1998)
C.R.S. 22-32-109.1(2)(b) (safe school reporting requirements)
C.R.S. 22-35-109 (distribution of information regarding postsecondary enrollment options)
1 CCR 301-1, Rules 2202-R-2.01 et seq. (applicable regulations)

CROSS REF.: Board policy:
EL-9, Treatment of Students, Parents, and Community
Public’s Right to Know/Freedom of Information

The Board of Education is a public servant, and its meetings and records shall be matters of public information, subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.

The official minutes of the Board, its financial records and district policy shall be open for inspection at the office of the superintendent by any citizen desiring to examine them during hours when the office of the superintendent is open. However, no records shall be released for inspection by the public or any unauthorized persons—either by the superintendent or any other person designated as custodian for school district records—if such disclosure would be contrary to the public interest as described in state law.

The district wishes to support the right of the people to know about the programs and services of their schools and shall make every effort to disseminate information. Each principal is authorized to use all means available to keep parents/guardians and other interested community members informed about the school's programs and activities.

The district may charge reasonable fees for furnishing copies of such public records in accordance with the accompanying regulations.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-9-109
              C.R.S. 22-32-109 (1)(c)
              C.R.S. 24-72-201 et seq.

CROSS REFS.:  
   Administration policies:
      EGAEA, Public Electronic Mail Records
      GBJ, Personnel Records and Files
      JRA/JRC, Student Records/Release of Information on Students

   Board policies:
      EL-9, Treatment of Students, Parents, and Community
      EL-17, Asset Protection
Public’s Right to Know/Freedom of Information

1. A person who has the right to inspect a public record also has the right to request to be furnished a copy of the record.

2. The fee for copying public records will be $1.00 per page unless actual costs exceed that amount.

3. If the district in response to a specific request manipulates data to generate a record in a form not used by the district, it may charge a reasonable fee not to exceed the actual cost of manipulating the data and generating the record. Fulfilling such a request will be at the option of the district.

4. If a requested record is a result of computer output other than word processing, the fee for a copy will be based on recovery of the actual costs of providing the electronic service and product together with a reasonable portion of the costs associated with building and maintaining the information system. This fee may be reduced or waived by the superintendent or designee if the electronic service or product is used for a public purpose.

Adopted: December, 2005
Press Releases, Conferences and Interviews

It is important that information about the activities and problems of the schools be provided to the community in a way that will create and maintain a dignified and professionally responsible image for the school district.

Therefore, the procedures listed below shall be followed in giving official information to the news media:

1. The superintendent shall be the official spokesperson for the district.
2. News releases, which are of a district-wide nature or pertain to established district policy shall be the responsibility of the superintendent.
3. The superintendent has established regulations for the dissemination of news releases pertaining to individual schools and athletics.

Adopted by the Board: December, 2005
Press Releases, Conferences and Interviews

The superintendent’s office will issue all news releases on events and activities of a district-wide nature. This will include the assignment of staff and news concerning new personnel in any school.

Releases pertaining to the athletics and physical education programs will be the specific responsibility of the director of athletics and physical education but will be issued through the superintendent’s office. However, coaches will report the results of games directly to newspapers.

Otherwise the release of news pertaining to an individual school will be the responsibility of the school principal who will send a copy of all releases issued to the superintendent’s office.

Every effort shall be made to report news of school programs and activities adequately, regularly and well. News releases should be sent to all of the papers and radio stations serving the community.

Adopted: December, 2005
Crisis Management
(Safety, Readiness and Incident Management Planning)

The Board of Education acknowledges the necessity of preparing a school response framework to adequately prepare school personnel, parents and the community to respond appropriately to a crisis that involves the school community. Crisis situations that could impact the school community may or may not occur on school property and include, but are not limited to, suicide, death, acts of violence, trauma, natural disaster and accident.

As an important component of school safety planning, the school district shall take the necessary steps to be in compliance with the National Incident Management System (NIMS), as that system applies to school districts, by July 1, 2011.

The Board directs the superintendent or a designee to develop and implement a School Safety, Readiness and Incident Management Plan (safety plan) that coordinates with any statewide or local homeland security plans already in place. The safety plan shall incorporate the requirements of state law. The safety plan shall be done in conjunction with the school district’s local community partners including fire departments, law enforcement agencies, emergency medical service personnel, mental health organizations and local public health agencies.

The safety plan shall provide guidance about how to prevent, prepare for and respond to various crisis situations; a process for coordinating and communicating with law enforcement and other outside service agencies; and protocols for communicating with the media, parents/guardians and the public. The Board further directs the superintendent or designee to establish a training program for all district employees as an important part of the school safety plan.

The superintendent shall appoint a district-wide safety plan coordinator who shall work with the superintendent to develop the safety plan, recruit and supervise building-level teams, coordinate in service programs for teams and all staff members, serve as a liaison between central office and staff, and serve as a liaison between the district and local emergency agencies. The coordinator shall be responsible for providing copies of the district’s current safety plan developed pursuant to this policy to local emergency agencies on a regular basis.

Automated external defibrillator requirements

If the district acquires an automated external defibrillator (AED), the district shall meet the training, maintenance, inspection and physician involvement requirements of C.R.S. 13-21-108.1 (3).
Adopted: July 28, 2009

LEGAL REFS.: C.R.S. 13-21-108.1(3) (requirements for persons rendering emergency assistance through the use of automated external defibrillators)
C.R.S. 22-1-125 (automated external defibrillators requirements must be referenced in safety, readiness and incident management plan)
C.R.S. 22-32-109.1 (4) (school response framework is required part of safe schools plan)

CROSS REFS.: GBGAA*, Staff Training in Crisis Prevention and Management
JLCE, First Aid and Emergency Medical Care
JLDBG, Peer Mediation
JLDBH, Suicide or Other Traumatic Loss of Life
Crisis Management Communications

During a crisis, the spokesperson for the district shall communicate with the media and public as follows:

1. Attempt to define the type and extent of the crisis as soon as possible.
2. Inform employees what is happening as soon as possible.
3. Designate a central source as the crisis communications center to coordinate information gathering and dissemination.
4. Instruct employees to refer all information and questions to the communications center.
5. Remind employees that only designated spokespersons are authorized to talk with news media.
6. Take initiative with news media and let them know what is or is not known about the situation.
7. Contact the top administrator or designee to inform him or her of the current situation, emerging developments and to receive clearance for statements to the media and public.
8. Delay releasing information until facts are verified and the district’s position regarding the crisis is clear.
9. Provide a uniform, concise, clear and consistent message.
10. Assign sufficient staff members to handle phones and to seek additional information.
11. Keep a complete log of all incoming and outgoing calls and personal contacts.
12. Have key people relieved from their normal duties so they may focus on the crisis.

Approved: December, 2005
Crisis Management
(Crisis Management Team)

Purpose

To assist the principal and staff of the school to reduce any disorder which might be brought about because of a crisis in the school.

Membership

Superintendent, school principals, guidance staff, juvenile officer, nursing staff, faculty representatives and others as designated by a school principal.

Process

In the event of a perceived crisis in a district school, the superintendent shall be notified by the building principal and after consultation with the principal shall determine whether or not to activate the Crisis Management Team. If activated, the team shall be responsible for:

1. Gathering and coordinating information relating to the potential crisis.
2. Determining if an actual crisis exists.
3. Acting as a clearinghouse for information on the crisis.
4. Providing information to the superintendent concerning the crisis for press/media information release.
5. Meeting with community leaders as needed to provide them with information concerning the crisis.
*6. Through the school principal, informing all staff members of the facts surrounding the crisis and advising the staff to discuss the facts of the crisis only. The team will ask the staff to monitor student behavior and refer depressed/withdrawn students.
*7. Through the school principal, informing students of the facts surrounding the crisis.
*8. Through the school principal, informing parents of the facts surrounding the crisis and emphasizing the importance of keeping school in session and on schedule.
9. Providing staff support.
**Superintendent’s responsibility**

1. Notify Board members that a crisis exists and update them on the progress of the team.

2. The superintendent is designated as the individual to respond to media inquiries and shall develop a prepared statement, if appropriate, which may include:
   - A statement of personal sorrow and a sense of loss.
   - The word “tragic” or “tragedy” should be included so that other students at risk view the death as a tragedy rather than an opportunity for glory.
   - Describe how school personnel and students have responded to the tragedy.
   - Identify actions/interventions taken and future plans.

3. Be a member of the Crisis Management Team.

**Principal’s responsibility**

1. Notify the superintendent of a potential crisis.

2. Notify the faculty that a crisis has occurred.

3. Chair the Crisis Management Team.

4. Gather information concerning the crisis.

5. Draft a letter with the assistance of the Crisis Management Team to be made available to faculty members.

6. In the event of a death, contact the family of the deceased to offer condolences and to inquire about the desirability of attendance at services by faculty and/or students. Family responses to these issues should be incorporated into the written statement.

7. Introduce faculty to members of the team and inform them of the availability of the team throughout the day.

8. With the assistance of the director of student services, make arrangements for additional staff deemed necessary.

9. Prepare and announce the school schedule for the day and alert the entire staff to a debriefing meeting at the end of the school day.

10. Offer to meet with the family in the case of injured/deceased and provide assistance.
Guidance/counseling staff responsibility

1. Be available to meet with the family of the injured/deceased and provide assistance as needed.

2. Assist by directly providing and coordinating the efforts of others to support individuals or groups of students, faculty, staff, parents, juvenile officer and school psychologist.

3. Contact the area clergy in order to coordinate local youth services and activities.

4. Conduct follow-up meetings with family of deceased and others if appropriate.

5. In case of death, gather all the belongings of the individual and deliver them to the principal.

6. In case of a deceased student, remove student’s name from the attendance rolls and like listings.

7. Be available throughout the day during the first few days following the crisis to provide support for students, faculty, staff and parents.

School nurse responsibility

Be prepared to receive an influx of students who may appear with a wide range of symptoms.

Faculty responsibility

1. Identify students who are close friends of the injured or deceased as well as other individuals who would like an opportunity to attend a group session or individual meeting with guidance personnel.

2. Identify students who are in distress, consult with them or have another student escort them to one of the group meetings or to one of the members of the Student Services Team.

3. Consider postponement of tests, shorten assignments or try to provide highly structured assignments.

4. Provide an opportunity for students to discuss the loss, stages of grief, sharing the loss and what they have learned from the tragic experience.

5. If students are restless, get them active and focused on a project.

6. In case of a student death, remove the student’s name from the class record, grade reports, attendance sheets and marking lists.
7. Acknowledge emotions through discussions and through involvement in constructive classroom activities. Use assignments as an opportunity to ventilate and channel anger.

*If appropriate

Approved: February 28, 1995
Revised: December, 2005
Crisis Management Communications

The district recognizes the importance of developing and implementing a written plan for communicating with the media and public in the event of a crisis. The superintendent is directed by the Board to develop and implement a crisis communications plan.

Adopted by the Board: December, 2005

LEGAL REF.: C.R.S. 22-32-109.1 (4) (crisis communications policy is required part of safe schools plan)

CROSS REFS.: 
   Administration policies:
      GBGAA*, Staff Training in Crisis Prevention and Management 
      JLDBH, Suicide or Other Traumatic Loss of Life 
      JLIA, Supervision of Students

   Board policy:
      EL-9, Treatment of Students, Parents and Community
Public Concerns and Complaints

Constructive criticism motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively is welcomed by the district.

The district believes that complaints and grievances are best handled and resolved as close to their origin as possible. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. Principal
3. Superintendent
4. Board of Education

Any complaint about school personnel shall always be referred back through proper administrative channels before it is presented to the Board for consideration and action.

When a complaint is made directly to an individual Board member, it shall be handled in accordance with Board policy.

Adopted by the Board: prior to November 2004
Recoded and revised by the Board: date of manual revision

CROSS REFS.:
Board policies:
   EL-9, Treatment of Students, Parents and Community
   GP-9, Board Member Code of Conduct
   GP-10-E, Handling Operational Issues Raised by a Community or Staff Member

Trinidad School District #1, Trinidad, Colorado
Public Concerns and Complaints
(Citizen Complaint Against Employee)

Date of filing___________________

Citizen filing complaint:
Name____________________________________________________________________
Address__________________________________________________________________
Phone____________________________________________________________________

Person against whom complaint is made:
Position___________________________________________________________________
Location__________________________________________________________________

Nature of the complaint (include a detailed description of the grounds for the complaint, with all names, dates, places and names of witnesses necessary for a complete understanding of the complaint):
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
(attach an additional sheet to describe the complaint if necessary)

With whom has the complaint, as stated, been discussed?
Name____________________________________________________________________
Position___________________________________________________________________
Date______________________________________________________________________

I understand that the district may request further information about the complaint. The employee will be furnished a copy of all information submitted by the complainant.

I also understand that a copy of this complaint will be given by the district to the person against whom the complaint is being filed, that person will be given an opportunity to respond in writing to the complaint, and that I will receive a copy of the written response.

I also understand that if there is a conference committee meeting regarding this complaint, such a hearing will be privately conducted with the press and public excluded, and that I will be informed of the time, date and place of such a hearing.

I certify to the best of my knowledge that the forgoing is a true and correct statement.

Signature_______________________________________________ Date___________________

Adopted: December, 2005
Public Concerns/Complaints about Instructional Resources

The district 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.

District policy governs the selection of all instructional materials including library books. However, the following additional principles shall apply to the selection of books and other materials which present controversial topics or which for other reasons might be challenged.

Instructional resource materials that are challenged usually belong to one of three basic categories and will be treated 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.

Any district resident, teacher or administrator may register a criticism of any book or instructional material with the school principal. The principal shall meet with the complainant to explain the purposes of the book or material in question and how it is used in the instructional program. If the complainant requests, the principal may authorize that an alternate book or instructional material be used with the complainant’s son/daughter. The alternate book or material must be approved in accordance with the district’s policy on the adoption of instructional material.

Challenged books or instructional material that has been approved through action taken by the district or in accordance with district policies and procedures shall not be removed from general use while the challenge is under consideration, although alternate material may be assigned by the principal as specified above. Challenged books or instructional material that has not been approved in this manner will be removed from use in the school where the complaint was registered and kept in the custody of the school principal until the challenge is resolved.
If the complainant is not satisfied with the principal’s response, he or she may present the criticism in writing, on the form provided, to the superintendent who will investigate the matter and issue a decision.

The district shall not permit any individual or group to exercise censorship over instructional materials and library collections but recognizes that at times a re-evaluation of certain materials may be desirable. However:

1. A book shall not be excluded because of the writer's race or nationality or political or religious views.

2. The value of any book or other material shall be judged as a whole, taking into account the purpose of the material rather than individual, isolated expressions or incidents in the work.

In summary, the district assumes final responsibility for all books and instructional materials it makes available to students. 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 re-evaluation of materials in library collections upon formal request. On the other hand, students' right to learn and the freedom of teachers to teach shall be respected.

Adopted by the Board: January 25, 1995
Revised by the Board: December, 2005

CROSS REFS.:

Administration policies:
IJ, Instructional Resources and Materials
IJJ, Textbook Selection and Adoption
IJL, Library Materials Selection and Adoption

Board policy:
EL-9, Treatment of Students, Parents and Community
Public Concerns/Complaints about Instructional Resources  
(Request for Consideration of Materials)

Author_____________________________________________________________

Title_______________________________________________________________

Publisher (if known)__________________________________________________

Request initiated by___________________________________________________

Telephone_________________ Address__________________________________

City/Town_________________________ Zip Code___________________________

Complainant represents:  
_____ Himself/herself  
_____ Name of organization  
_____ Identify other group____________________________________________

1. To what do you object? (Be specific; cite pages)_______________________
___________________________________________________________________
___________________________________________________________________

2. What do you feel might be the result of having access to this material?  
___________________________________________________________________
___________________________________________________________________

3. For what age group would you recommend this material?  
___________________________________________________________________

4. Is there anything good about this material?___________________________
___________________________________________________________________

5. Did you read or hear the entire work?_____ What parts?_________________
___________________________________________________________________

6. Are you aware of the judgment of this material by literary critics?_______
___________________________________________________________________

7. What do you believe is its theme?___________________________________
___________________________________________________________________

8. What would you like the district to do about this material?_______________
___________________________________________________________________
___________________________________________________________________

9. In its place, what item of equal quality would you recommend that would convey 
an appropriate perspective of the topic?_________________________________

1 of 2
Public Concerns/Complaints about
Teaching Methods, Activities or Presentations

Parents/guardians or citizens of the district shall be allowed to challenge the use of any teaching methods, activities or presentations but must express such objection through the following procedures:

1. The parent/guardian or patron with a concern is encouraged to meet with the appropriate teachers or other staff involved.

2. If not resolved with the teacher, the school principal shall hold a conference with the complainant. A written record shall be made of this meeting. Copies shall be supplied to all parties involved.

3. After the initial contact of the complainant with the school administrator, the teacher involved in the challenge shall be invited to attend any subsequent meetings. Written minutes shall be taken of subsequent meetings. Copies shall be supplied to all parties involved.

4. If the complainant is dissatisfied with the results of the conference(s), the principal shall inform the complainant of the following procedures and provide a copy of these procedures and the “Citizen's Challenge or Objection to Teaching Methods, Activities or Presentations” form to be acted upon by a review committee appointed by the superintendent.

5. Within 10 working days of receiving the completed challenge form, the principal shall forward it to the chair of the review committee together with a written report of the conference(s) held with the complainant.

6. Copies of the report also shall be sent to the superintendent, the complainant and the teacher involved.

7. One copy of the report shall be kept in the school file.

8. The principal shall provide the chair of the review committee with a copy or copies or description of the methods, activities or presentations, and the principal involved shall be given the opportunity to render a professional opinion on the appropriateness of the methods, activities or presentations utilizing supporting evidence.

9. The complainant shall be given the opportunity to render an opinion on the appropriateness of the material utilizing supporting evidence.
10. Within 60 calendar days from receiving the completed and signed challenge form, a written recommendation of the review committee shall be forwarded to the superintendent and all parties in interest.

11. If the complainant or teacher involved is not satisfied with the recommendation of the review committee, he or she has the privilege of appealing to the superintendent and if necessary to the Board of Education.

12. If the same methods, activities or presentations are challenged at a future date, the principal and the chair of the review committee shall examine the previous decision in the light of additional points of view. If they find any significant difference in the new challenge, the committee again may review the methods, activities or presentations. Otherwise, the original decision shall stand and a copy of the final written recommendation of the committee and any Board action shall be sent to the complainant with an explanation that the methods, activities or presentations have been evaluated previously. If the complainant believes his or her challenge is different from the previous one or that significant new evidence exists, the complainant may appeal the decision to the review committee, superintendent or Board of Education.

13. Any party may be represented by counsel at any step of this procedure.

Nothing herein shall be deemed to modify or repeal any other district policy or regulation relative to rights and expression on the part of the professional staff or students.

Adopted by the Board: December, 2005

CROSS REF.:
Board policy:
EL-9, Treatment of Students, Parents and Community
Community Use of School Facilities

The Trinidad School District #1 is aware of the large capital investment that the people of the district have made in school buildings, equipment and other facilities. The district desires to provide residents with a maximum return on their investment. This shall be accomplished through the use of district buildings, grounds, equipment and facilities for promotion of educational and recreational activities and to assist in achieving certain civic and social goals. However, such use shall be allowed so long as it does not have a detrimental impact on approved educational and recreational programs, nor detract from the overall support of these programs.

Community use of school district facilities shall be based on a defined need and will be consistent with the availability of required support resources such as facilities, manpower, funding and liability protection.

Priorities for the use of buildings, grounds, equipment and facilities

1. First priority for the use of school district buildings, grounds, equipment and facilities will be given to approved school programs and activities under the supervision of the school principal. “Programs” and “activities” as used herein shall be those undertaken within the framework of the district-approved programs.

2. Second priority for the use of school district buildings, grounds, equipment and facilities will be for approved community recreation programs and activities under the supervision of the supervisor of recreation. “Programs” and “activities” as used herein shall be those undertaken within the framework of district-approved programs.

3. Third priority for the use of school district buildings, grounds, equipment and facilities will be given to all other requests that have been approved in accordance with the terms and conditions of this policy and the accompanying procedure.

4. Priorities as established above shall prevail at the time programs and activities are scheduled under the provisions of district policy and related procedures.

Once a program or activity has been assigned a priority, it cannot be replaced by a program of higher priority unless seven days notice has been given. However, if there is an emergency and when alternate schedules for a lower priority program can be mutually agreed upon, it would be preferable to move the lower priority program to another room/site.

Adopted by the Board: July 1999
Revised by the Board: December, 2005
LEGAL REF.:  C.R.S. 22-32-110 (1)(f)
CROSS REFS.:

Administration policy:
EDC, Authorized Use of School-Owned and Non-School Materials or Equipment

Board policy:
EL-9, Treatment of Students, Parents and Community
Community Use of School Facilities

Rules for governing the scheduling and use of buildings, grounds, equipment and facilities

1. These procedures concerning the scheduling of school buildings, grounds, equipment and facilities pertain to such use at times other than the normal school day (7:30 a.m. to 5:00 p.m.). The use of school facilities at times within the normal school days are at the sole discretion of the school principal.

2. In scheduling school facilities for programs and/or activities that are extensions of approved programs into the time period after the normal dismissal time for school, consideration must be given to the fact that custodial overtime in support of school activities will be held to a minimum. The custodial overtime may be replaced by an approved person such as the principal, counselor, teacher, community recreation staff member or other employee of the district.

Building openings for activities that are extensions of district-approved programs (outside agencies) and are scheduled after the normal school day ends must have a custodian or other approved person present. Where custodial staff is required for building openings, the building principal will adjust custodial personnel work schedules (where appropriate) to accommodate such building openings. In all cases, outside programs will be scheduled during times when custodial services and/or approved persons are available.

The principal of each school will publish a calendar of events for those programs and activities that are extensions of approved programs scheduled in school facilities. In all cases of use of buildings, grounds, equipment and facilities after normal school hours, the program and schedule for such use will be submitted to the superintendent to be included in the district’s master schedule for use of district facilities. The same provision will apply where there is a cancellation.

All programs and activities such as school plays, band concerns, in-service training, PTA/PTO meetings, carnivals, athletics (including practice sessions and games) will be scheduled as to time and place. Such schedules must be submitted to the superintendent to be included on the district’s master schedule. Support personnel such as custodians and groundsmen can then schedule their time to accommodate the scheduled activities.

Community recreation services programs

The use of school district buildings, grounds, equipment and facilities for approved community recreation services programs and activities shall be arranged as follows:

1. Each principal will develop the specific requirements for approved programs and activities, develop a schedule appropriate to the programs and activities, and coordinate the total program/activity requirements and other district support functions that are involved.
When all conflicts have been resolved and assurances provided, the schedule for a given program/activity will be finalized and included on the district’s master schedule for use of district facilities (same for cancellation). The superintendent will publish a calendar of events for those programs and activities that are scheduled. The superintendent will maintain a master calendar showing the use of school district buildings, grounds, equipment and facilities, including the schedule for those school activities which fall outside the normal school day that have been approved by the school principal(s). Copies of this master schedule will be made available to each school involved as well as to all district support activities on a weekly basis.

2. All requests made for the use of school district buildings, grounds, equipment and facilities by an individual group or organization which is not part of the approved school district organization must have approval from the building principal/supervisor and then the superintendent.

3. All building openings, in the context of this total procedure, must have a custodian or other approved person present. If a custodian is necessary, the assignment will be made by the school principal through the approved building opening procedure. This custodian or other approved person will be responsible for opening and closing (securing) the building as well as the specific areas of requested use within the building and will inform the user of any violations to district/school rules that are observed. Such violations to the district/school rules will be reported to the school principal and other appropriate administrators.

4. Any outside agency/program applying for use of school district buildings, grounds, equipment and facilities must be requested on the appropriate school district form. The responsible person must sign the standard school district agreement and agree to pay the assigned fee, if any. A certificate of insurance with minimum liability coverage of $500,000 will be required with Trinidad School District listed as “additionally insured.” A completed facility use form will also be mandatory before a non-school district group may use a facility.

All non-school groups may request specific times, dates and places for the year to accommodate regularly scheduled meetings. However, any special program (award, award banquet, youth and adult activities) must be individually requested.

Approval for the use of school district buildings, grounds, equipment and facilities will not be granted to any organization whose purpose is to advocate treason, insurrection, unlawful resistance to or overthrow of the government of the United States or of the state of Colorado. Applicants will file a statement (included on form) declaring that school district facilities will not be used for these purposes. On the other hand, restrictions or limitations will not apply to any applicant because of sex, race, creed, religion or national origin. Understood in this agreement is that the user is totally responsible for the activities of his or her group or organization, individually and collectively and will provide the required supervision. It is further understood that custodians are
not directly responsible for supervision of the activities of the group or individuals of the group.

In signing the agreement, it is expressly understood that only the facilities, dates and times which have been approved for use will be used. Depending upon the activities and facility requested, it may be necessary for the user to hire special-purpose individuals to assure adequate control and discipline or to use certain specialized district-owned equipment such as security guards, sound technicians, etc. The cost of hiring these special-purpose personnel will be paid by the user.

5. The planned use of school district buildings, grounds, equipment and facilities must take into account the present and continuing requirement to minimize consumption of all forms of energy and use of facilities which require the use of energy in the production process.

School district buildings, grounds, equipment and facilities will not be used by employees of the district to conduct programs or activities which are not part of approved district academic, vocational, physical education, intramural or community recreation programs/activities without specific approval.

A building opening will not be approved when the physical configuration of the building requested will not permit the effective use of the facility within the constraints of crowd control and the dictates of individual safety.

6. School district equipment, materials and supplies are not for the personal use, satisfaction or gain of any employee or other individual. Such equipment, materials and supplies are not to be removed from the school district grounds or buildings except as provided below.

Equipment, materials and supplies are not to be rented, loaned or sold to any person, group or organization except as may be specifically provided in school district policy.

The use of district and school-owned equipment, materials and supplies by students or groups in the performance and/or presentation of approved activities outside the school district grounds or buildings will be permitted only upon approval of the building principal who is directly responsible for the particular program and student group and/or approval of the authorized central office administrator where district (non-school) equipment, materials and supplies are involved.

Individual classrooms shall not be used without permission of the principal. Where permission is granted, supplies and materials on hand in the classroom will not be used. The classroom will be left clean and in order. If furniture is moved, it will be returned to the original position. Moving pianos and organs without specific approval is prohibited.

All equipment, materials and supplies, including expendable supplies, which are on hand and in any school district facility are the property of the district and may
be used in the program for which purchased by district employees and students in the daily instructional process and daily operations of school district programs.

School classrooms, gymnasiums or other facilities may not be used for any function or activity that is deemed harmful to the floor covering or finish. This determination will be made by the principal and/or the supervisor of maintenance and operations.

Use of kitchen facilities for other than coffee and serving must have the approval of the authorized central office administrator. A representative of food services shall be on duty for the supervision of food services activities only.

The user of school district buildings, grounds, equipment and facilities is responsible for damages beyond fair wear and tear. Repair or replacement actions, as appropriate, will be initiated by the school district in the most effective and expedient manner. The cost will be charged to the user.

7. Student participation in community recreation or non-school sponsored activity may result in conflict of activities. School programs have the first priority; community recreation programs have the second priority and non-school programs have the third priority.

a. A school program must be approved by the school principal.
   
   (1) Regularly scheduled league activities, concerts, etc., are examples of an approved school program.

   (2) School programs would include interscholastic athletics, club functions and intramurals.

b. A community recreation program must be initiated or approved by the supervisor of community recreation department or his/her designee.

   (1) Activity fees and sponsorship fees will be collected by the community recreation department.

   (2) For competitive team activities, rosters and coaching assignments will be in accordance with rules and regulations for each sport and will be designated by the community recreation program.

   (3) Programs must be consistent with the community recreation philosophy of participation and team or program management.

c. A non-school youth program is one that is not sponsored by the school district.

   (1) A non-school program may be charged the full facility use fee.
(2) Non-school programs/personnel in district school buildings will be required to schedule practices, meetings or competitions around existing school schedules. This would include AAU, USOC, Little League and other similar activities.

(3) This ensures that students may participate in school programs as well as non-school activities.

(4) Non-school program participants should still be encouraged to participate in school activities.

d. Facility use forms should be completed at the site that is being requested. It will then be approved by the principal or building administrator.

The community recreation department will charge fees for all facility use unless the fee is waived by the superintendent of schools.

e. Any group requesting to enter a community recreation program with limited participation will be allowed to enter as a total group based on staff and space availability.

Fee schedule for the use of school facilities

Charges may be made for the use of school district buildings, grounds, equipment and facilities depending upon the identity and address of the user, the purpose of such use and the time of such use.

Citizens, clubs or organizations and associations formed for recreational, educational, political, economic, artistic or other character-building activities may use the school buildings, grounds, equipment and facilities of the school district to engage in supervised recreational activities and to meet and discuss subjects and questions which, in their judgment, pertain to educational, political, economic, artistic and moral interests of the citizens as follows:

1. The user shall abide by all rules established by the school district to cover the use of such property and the superintendent is approved as the representative of the governing board for administration of these rules.

2. General public uses shall include free use, labor use only, expense reimbursement use and rental use.

Any youth program that is in conflict with or is not sanctioned by the district or community recreation services may be charged the full facility use fee.

Approved: July 1999
Revised: December, 2005
Community Use of School Facilities
Trinidad School District #1
215 Maple Street
Trinidad, CO 81082
719-846-3324

Directions: Read the attached information concerning the “Community Use of School Facilities,” complete this application and forward it to the school principal’s office.

1. Name of the person or group desiring to use the facilities or services:

2. The purpose of the use:

3. The dates and time desired:

4. Which room area, tables, chairs, P.A. system, etc., desired:

5. Who will be responsible for supervision and care of the facilities or equipment and for paying any costs incurred as a result of any damage?

6. Who will be responsible for setup and cleanup?

Signature of person completing form

FEES:
Facilities fee
**Custodial fee
**Food service fee
Other fees
Total fees
**These fees to be paid directly to the individuals

REQUEST
☑ Approved #
☐ Denied (reasons)

The applicant has read and agrees to the conditions and restrictions listed below and will inform all members of his or her group regarding conditions and restrictions.

1. The representative and the group or organizations which he/she represents hereby agree and undertake to save and hold the Trinidad School District blameless from any and all claims for damage, personal or otherwise, that may arise out of the use of the property, whether by a member of the group or organization or by other persons using or enjoying said property; and without regard to the damage, personal or otherwise, is brought about or caused by negligence, whether on the part of the representative, organization, the school district or all three.

2. The representative and group or organization will be responsible for and agree to pay for all damage done, exclusive of ordinary wear and tear.

3. Special conditions or instructions for this use: (1) Proof of liability insurance must be provided to the district. (2) Security for district facilities and patrons’ property must be provided to the satisfaction of the district.

Adopted: December, 2005
Public Conduct on School Property

Persons using or upon school district property for any purpose shall not engage in:

1. Any conduct intended to obstruct, disrupt or interfere with teaching, research, service, administrative or disciplinary functions, or any activity sponsored or approved by the district.

2. Physical abuse or threat of harm to any person or school district owned or controlled property at school district sponsored or supervised functions.

3. Threat of damage or damage to property of the school district regardless of the location, or property of a member of the community or a visitor to the school when such property is located on school district controlled premises.

4. Forceful or unauthorized entry to or occupation of school facilities, including both buildings and grounds.

5. Unlawful use, possession, distribution or sale of drugs and other controlled substances, alcohol and other illegal contraband on school district property, at school sponsored functions, on any school bus transporting students or within 1,000 feet of the perimeter of the school grounds. Persons known to be under the influence of liquor shall not be permitted to enter the school building or grounds.

6. Unlawful use of tobacco.

7. Unlawful possession of a deadly weapon, as defined in state law, on school property or in school buildings unless the person falls within one of the exceptions in state law for possession of a deadly weapon including that the person:

   a. has legal authority to carry or possess a deadly weapon.
   
   b. is presenting an authorized public demonstration for the school or an organized class.
   
   c. is carrying out duties for the school district which require the use of a deadly weapon.
   
   d. is participating in an authorized extracurricular activity or team involving the use of firearms.
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.

f. is a peace officer on duty.

8. Profanity or verbally abusive language.

9. Any conduct constituting a breach of any federal, state or city law or duly adopted policy and/or regulation of the district.

Any member of the general public considered by the superintendent or designee to be in violation of this policy shall be instructed to leave the property of the school district.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 18-1-901 (3)(e)
                 C.R.S. 18-9-106
                 C.R.S. 18-9-108 through
               110 C.R.S. 18-9-117
                 C.R.S. 18-12-105.5
               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 the vehicle, the gun is kept in a compartment and the vehicle is locked)
               C.R.S. 18-18-407 (2)

CROSS REFS.: Administration policies:
               ADC, Tobacco-Free Schools
               GBEB, Staff Conduct (And Responsibilities)
               GBEC, Drug-Free Workplace (Drug and Alcohol Use by Staff Members)
               JICH, Drug and Alcohol Use by Students
               JICI, Weapons in School
               KI, Visitors to Schools

Board policy:
               EL-9, Treatment of Students, Parents and the Community


Public Solicitation in Schools
(Fund Drives/Solicitations/Advertising)

The district is cognizant of its responsibility to guard against using school children as a captive audience. No exploitation of students by the public shall be permitted.

Approved fund drives

Fund drives are prohibited except for those approved by the superintendent or designee. Any contributions made by teachers or students to authorized campaigns shall be strictly on a voluntary basis.

School personnel as official representatives

School personnel may not act as official representatives of the school and/or the school district to solicit funds from the public.

Lists of employees

Lists of employees may not be given to persons or organizations for commercial purposes, solicitation or circulation. Exceptions to this must receive the prior approval of the superintendent or designee.

Announcements

Announcements (printed or verbal) may be posted/read for local, non-school events that are of community interest with the approval of the superintendent or designee and the building principal.

Miscellaneous

Contracts with outside groups for performances that provide a profit to the school and/or group must have prior approval of the superintendent or designee.

Adopted by the Board: January 24, 1995
Revised by the Board: December, 2005
Distribution/Posting of Non-curricular Materials

Requests from the general public to distribute printed non-curricular materials in the Trinidad School District #1 shall be allowed subject to the following policy and accompanying regulations unless the material is “unacceptable” as described below.

The following shall be considered “unacceptable” material:

1. So-called “hate” literature that scurrilously attacks ethnic, religious or any racial groups.

2. Material that promotes hostility, disorder or violence.

3. Material designed for commercial purposes—advertising a product or service for sale or rent—unless the material itself has educational value that makes the commercial message a secondary consideration.

4. Material that is libelous, invades the rights of others or inhibits the functioning of the school, or advocates interference with the rights of any individual or with the normal operation of the school.

5. Material which in any way promotes, favors or opposes the candidacy of any candidate for election, or the adoption of any bond issues proposal, or any public question submitted at any general, municipal or school election. The prohibition shall not apply on any election day or special election when the school is being used as a polling place.

6. Material that is obscene or pornographic as defined by prevailing community standards throughout the district.

This policy governs non-curricular material and is not intended and shall not be interpreted to interfere with the prerogative of teachers to supplement and enrich text and reference book materials used in their courses with materials which are timely and up to date. However, no teacher shall distribute non-curricular materials in his or her class without complying with the procedures which follow.

The superintendent shall present to any person or persons wishing to distribute printed non-curricular materials a copy of this policy and the accompanying procedures.

The district shall proceed through the courts of law to obtain injunctive relief and damages, where applicable, for any unauthorized distribution of printed non-curricular materials.
Adopted by the Board: December, 2005

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

CROSS REFS.: 

Administration policies:
JICEA, School-Related Student Publications
JICEC*, Student Distribution of Noncurricular Materials

Board policy:
EL-9, Treatment of Students, Parents and Community
Distribution/Posting of Non-curricular Materials

Approval

Any group, organization, corporation, individual, club, society or association (hereafter referred to as “person” or “persons”) that wishes to distribute any printed non-curricular material in any public school in the district must submit the material to the superintendent for approval a minimum of 48 hours prior to the proposed distribution. The superintendent or designee will approve distribution subject to the regulations which follow unless it is determined that the material is “unacceptable” as defined in the accompanying policy. The superintendent or designee will explain in writing the reasons the material was determined “unacceptable” under district policy.

Appeal

Any person or persons that are denied approval for distribution of printed Non-curricular materials will have the right to appeal the decision to the Board of Education. The appeal will be conducted as follows:

1. Within 10 days after the superintendent’s or designee’s action, written notice must be served by the aggrieved party or parties on the superintendent requesting a hearing before the Board.

2. The superintendent will schedule the hearing on the agenda of the next regularly scheduled meeting of the Board which generally will be held within 30 days of the filing of a request for a hearing.

3. The aggrieved party or parties must attend the meeting. The superintendent will have the burden of establishing to the Board’s satisfaction by clear and convincing evidence that the materials which are sought to be distributed are “unacceptable” as defined in policy. The aggrieved party will be allowed to defend distribution of the material.

4. The Board will issue a decision in writing within five working days following the hearing. The Board’s decision to support or reject the superintendent’s action will be final.

Regulations

1. Place

Distribution of printed non-curricular materials must be made at places within the school or on school grounds as designated by the principal except that in
no event may such materials be distributed in any classroom of any building then being occupied by a regularly-scheduled class.

2. Time

Distribution may be made one-half hour before school and/or during regularly scheduled lunch periods and/or 15 minutes after the close of school. Any other times during the school day are considered to be disruptive of normal school activities.

3. Littering

All distributed items discarded in school or on school grounds must be removed by the persons distributing such materials.

4. Distributors

Students may not be used as the agents for distribution of such materials without the written consent of the student's parent or guardian.

5. Manner

No student may in any way be compelled or coerced to accept any materials being distributed by any person distributing such materials or by any school official. In the alternative, no school official or student may interfere with the distribution of approved materials.

Violation of any of these regulations will be sufficient cause for denial of the privilege to distribute materials at future dates, subject to the right of appeal as stated above.

Adopted: December, 2005
Visitors to Schools

The district encourages its parents/guardians and other citizens to visit classrooms, activities and functions at any time to observe the work of the schools. The district believes that there is no better way for the public to learn what the schools actually are doing.

In order to ensure that no unauthorized persons enter buildings with wrongful intent, all visitors to the schools shall report to the school office when entering, show proper identification and provide reason for being at the school. Visitors shall wear name-tags which identify them as visitors. This will not apply when parents/guardians have been invited to a classroom or assembly program.

To promote the general health, welfare and well being of all who enter school property, and pursuant to state law, smoking, chewing or any use of tobacco products by staff, students, or visitors is prohibited on all school property. Additionally, visitors shall wear eye protective devices at any time when engaged in or observing an activity involving the use of hazardous substances or likely to cause injury to the eyes.

The district shall notify the public in an appropriate manner that persons violating the criminal law by using, selling or distributing any controlled substance on school grounds, on school buses transporting students or within 1,000 feet of the perimeter of the school grounds shall be subject to enhanced criminal penalties.

Adopted by the Board: October 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 18-9-112 C.R.S.
18-12-105.5 C.R.S.
18-18-407 (2)
C.R.S. 22-3-102 (eye protective devices)
C.R.S. 22-32-109.1 (7) (open school policy is a required part of school safety plan)

CROSS REFS.:
Administration policies:
ADC, Tobacco-Free Schools
ECA/ECAB, Security/Access to
Buildings JLIA, Supervision of Students
KFA, Public Conduct on School Property

Board policy:
EL-9, Treatment of Students, Parents and the Community
Relations with Law Enforcement Authorities

To enhance the safety and security of students, staff and community, to offer both violence prevention and intervention, and to monitor use of metal detectors and other anti-crime technology, a cooperative and proactive effort shall be maintained between the officials of the school district and law enforcement agencies. In this effort, it is paramount that the rights of the individual, the school, the home and civil authorities be clearly understood and protected.

This cooperative and proactive effort shall pursue the following primary objectives:

1. Assessment of district and building security and violence prevention policies.

2. Development of guidelines for how and when to contact law enforcement agencies and what support they need on arrival (i.e. diagrams of buildings with property boundaries and points of access clearly delineated, etc.).

3. Ways to isolate individual(s) and cordon off parts of a building if necessary.

4. Gathering and analyzing aggregate data on: community crime and nature of contacts students have with law enforcement; student, staff and parent perception of how safe schools are; and the nature and frequency of violence and victimization at school or in the neighborhood of school buildings.

5. Protection of the civil and human rights of all individuals.

6. Review of past events and analysis of needed improvements.

Adopted by the Board: March 2000
Revised by the Board: December, 2005
Relations with State Agencies

To enhance the safety and security of students, staff and community, a cooperative and proactive effort shall be maintained between the officials of the school district and state agencies.

The district shall cooperate and, to the extent possible, develop written agreements with law enforcement officials, the juvenile justice system and social services, as allowed under state and federal law, to keep each school environment safe.

This cooperative and proactive effort shall pursue the following primary objectives:


2. Assessment of district and building security, safety, and violence prevention policies and procedures.

3. Development of guidelines for how and when to contact state agencies and what support the district shall provide to aid in the effectiveness of the state agency.

4. Protection of the civil rights of all individuals.

Adopted by the Board: October 2000
Revised by the Board: December, 2005

LEGAL REF.: C.R.S. 22-32-109.1 (2)(b)(3) (agreements with state agencies)

CROSS REFS.: Administration policies:

- ECA/ECAB, Security/Access to Buildings
- GBGAA*, Staff Training in Crisis Prevention and Management
- JIH, Student Interrogations, Searches and Arrests
- JLIA, Supervision of Students
- KDE, Crisis Management
Relations with Military Recruiters, Postsecondary Institutions and Prospective Employers

This policy is established by the district to provide reasonable guidelines for military recruiters, postsecondary institutions and prospective employers to have access to school facilities and students, for recruiting purposes.

All military recruiters, postsecondary institutions and prospective employers shall be treated uniformly with regard to the conduct of on-campus student recruitment. A schedule of recruiters visiting the district’s high schools will be announced to the student body in advance by each school’s guidance office through publications and/or by posting on bulletin boards. Recruiters will be allowed to conduct meetings during the school day with those students who are interested.

Recruiters shall be permitted to conduct follow-up visits to the high school in order to meet with individual students upon the individual request of the student involved and with the authorization of the high school administration. Requests for follow-up individual meetings are to be scheduled through the student’s guidance counselor.

All group meetings are to be scheduled through the guidance office at each high school. Classroom teachers who schedule organizational recruiters as a career awareness activity should coordinate those activities through the appropriate member of the guidance staff.

Directory and other student information shall be released to recruiters as allowable in accordance with policy JRA/JRC, Student Records/Release of Information on Students.

Adopted by the Board: December, 2005

20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. 7908 (military recruiter access to student records contained in No Child Left Behind Act of 2001)
34 C.F.R. 99.1 et seq. (district shall comply with FERPA)
C.R.S. 24-72-204 (3)(a)(VI) (schools cannot disclose address and phone number without consent)
C.R.S. 24-72-204 (3)(d) (information to military recruiters)

CROSS REFS.: Administration policies:
JRA/JRC, Student Records/Release of Information on Students
KI, Visitors to Schools
Cooperative Educational Programming

Trinidad School District #1 is a member of the South Central Board of Cooperative Educational Services (BOCES).

The district shall appoint one of its members to serve on the BOCES Board and one member to serve as an alternate. Their terms of office shall have the same expiration date as the terms for which they are serving on the local Board. It shall be their duty to keep the district informed of BOCES activities and programs.

The district shall participate in the programs offered by BOCES depending on the needs of the district.

Adopted by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-5-101
C.R.S. 22-5-104 (2)
C.R.S. 22-5-117
C.R.S. 22-32-122
Relations with District Charter Schools

The Board of Education supports efforts by parents/guardians, teachers or other interested persons or organizations interested in establishing district charter schools within the district. In accordance with state law, district charter schools are intended to:

- Expand learning opportunities for all students
- Encourage diverse approaches to learning through the use of different, innovative, research-based or proven teaching methods
- Provide parents/guardians and students with expanded choices in the types of educational opportunities that are available within the public school system
- Encourage parental and community involvement with public schools

A district charter school shall be a public, nonsectarian, nonreligious, non-home-based school which operates within the school district and is accountable to the district’s Board of Education. It is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. A district charter school has standing to sue and be sued in its own name for the enforcement of any contract it is authorized by law to enter into.

Enrollment shall be open to any child who resides within the school district or in contiguous school districts and who meets the criteria in the district charter application. However no district charter school shall be required to make alterations in the structure of its facility or the arrangement or function of rooms within the facility except as may be required by state or federal law. The majority of the district charter school’s students, other than online students, must reside in the school district or in contiguous school districts. Students participating in any online program offered by the district charter school are not required to reside in the district or contiguous districts and there shall be no restriction on the number of online students that may enroll in any online program offered by the district charter school. A district charter school shall not charge tuition except as otherwise provided by law.

Each district charter school shall be governed by its own governing body in a manner agreed to by the district charter school applicant and the Board. An approved district charter application shall serve as the basis for negotiating a contract between the district charter school and the district. The contract shall reflect all agreements between the district and the district charter school including the waiver of local district policies and the waiver of statutory requirements or rules by the State Board of Education.
A district charter school shall comply with all the state financial and budget rules, regulations and financial reporting requirements with which the school district is required to comply.

A district charter school shall be responsible for its own operation including but not limited to preparation of a budget, contracting for services and personnel matters. Services for which a district charter school contracts with the school district shall be negotiated and provided at district cost. No rent shall be charged for use of district facilities which may be available for the district charter school. Any moneys received by a district charter school from any source that remain at the end of any budget year shall remain in the district charter school account for use by the district charter school in subsequent years.

A district charter school may offer any educational program that may be offered by a school district, including an online program, unless expressly prohibited by its district charter or by state law.

The district encourages district charter applicants to develop an educational program to serve the needs of students considered “at-risk” academically as evidenced by poor performance on the state assessments, among other things.

A district charter school shall begin in the fall following the date the application is approved, unless another starting time is agreed upon by the Board and the applicant.

The period for which a new district charter may be approved is a minimum of three academic years. Renewal of a district charter shall be for a specified periods of time.

Adopted by the Board: March 2000
Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-30.5-101 et seq. (District Charter Schools Act)
C.R.S. 22-32-124 (Pursuant to section 104 of the District Charter School Act, all decisions regarding the planning, siting, and inspection of district charter schools shall be made in accordance with the same statute that applies to school districts)
NOTE: While Colorado school districts are not required by law to adopt a regulation on this subject, some content in this sample reflects basic legal requirements school districts must follow. This sample regulation does not contain all of the requirements set forth in law. The district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs. In addition, district personnel are advised to consult the statutes when negotiating a charter contract.

Relations with District Charter Schools
(Procedures for Establishment, Renewal and Revocation)

A. Application requirements

Prerequisite for filing application

A district charter school applicant must demonstrate that a majority of the proposed district charter school’s pupils will reside in the chartering school district or in contiguous school districts in order to apply for or be granted a charter.

Intent to apply

At least 30 days before submitting an application, applicants must file an intent to apply form (LBD*-E) with the district. [Note: The district may establish a reasonable time period in which to require an “intent to apply” form before the deadline for submission of an application.]

Timeline for submission of application

In accordance with this regulation, a district charter school applicant shall submit an application to the district by August 15 of the year preceding the proposed opening of the district charter school. This allows time for district administrator(s) to review the application for completeness and a review by the district accountability committee before the application is officially submitted to the Board. However, the Board and the applicant may jointly waive this deadline. [Note: The Board can establish a deadline date that falls any time between August 15 and October 1. C.R.S. 22-30.5-107(1). If the date for submitting applications is changed, the Board must notify each charter applicant of the change by certified letter.]

Contents of the application
In accordance with state law, the approved district charter school application will be the basis for negotiating a contract between the district and the district charter school. At a minimum, the application shall include the following:

1. Intent to apply form (exhibit LBD*-E)

2. Mission and goals

   Provide a copy of the mission statement of the district charter school and a description of the process used to develop this statement. The mission statement must be consistent with the declared purposes set forth in state law.

   State the proposed three-year goals for the district charter school including timelines. Describe the process used to identify the goals. The goals shall address accreditation performance indicators and applicable goals and standards in federal law.

3. Purpose and evidence of support

   State the purpose for the district charter school and a geographic description of the area of intended service.

   Provide evidence that an adequate number of parents/guardians, teachers and students support the formation of the district charter school. This evidence shall be shown in aggregate (by grade level and school), without disclosing personally identifiable student information.

4. Student achievement and curriculum

   Describe the district charter school’s research-based educational program that has proven to be effective and the student performance standards to be achieved by the school.

   Detail the plan for academic accountability, including a description of measurable annual targets for the measures used to determine the levels of attainment of the accreditation performance indicators.

   Describe the curriculum to be used in the district charter school, including a list of the objectives and means of measuring student performance for each subject and each grade level.

   Describe the district charter school’s procedures for taking corrective action in the event that student performance at the school falls below the specified targets for the measures used to determine the levels of attainment of the accreditation performance indicators.
Describe the manner in which the district charter school will collect and use longitudinal assessment data in determining and improving the academic progress achieved by district charter school students.

Describe the plan for addressing expulsion, suspension and education of expelled or suspended students in a manner consistent with the intents and purposes of state and federal law.

Describe the plan for addressing the needs of exceptional students, including students with disabilities.

5. Criteria for enrollment decisions

Consistent with state and federal law, describe the enrollment policy and the criteria for enrollment decisions.

6. Governance and decision making

Describe the governing body, including a detailed description of the relationship between the district charter school and the school district.

Describe the types and extent of parental and community involvement in the operation of the district charter school. Provide information on how the district charter school will be accountable to the public.

Provide draft bylaws for the district charter school.

7. Employment plan and practices

Describe the employment policies of the district charter school including a description of the qualifications for licensed and classified employees, employee compensation schedule(s), recruitment and selection procedures, plan(s) for resolving employee relation problems, and the relationship that will exist between the district charter school and its employees.

8. Financial data, facilities and transportation

Provide necessary evidence that the plan for the district charter school is economically sound.

Include a proposed budget for the term of the district charter and a description of the manner in which an annual audit of the financial and administrative operations of the district charter school, including any services provided by the state, the district or a third party, is to be conducted. The proposed budget shall include all information and data necessary for the district and Board to understand how the district charter
school will fund all of its operations during the term of the charter. A student fee schedule should be included in addition to a proposed schedule of cash flow.

*If the district charter school intends to seek grants or donations, the application shall include an explanation of the contingency plan if the school is unsuccessful in securing such funding.*

Detail the plan for fiscal accountability.

Describe the services the district charter school plans to purchase from the district.

Provide a detailed summary of all insurance coverage and a proposal regarding the parties’ respective legal liabilities.

Describe the facilities to be used and the way they will be obtained and maintained. Include any contracted services and the proposed contractor.

Describe the proposed student transportation system including the contract if services will be provided by a second party. If transportation is to be provided by the district charter school, include a plan for addressing the transportation needs of low income and academically low-achieving students.

Address whether the district charter school seeks authority to impose a transportation fee on enrolled students and if so, describe the circumstances and procedures by which the district charter school will impose such a transportation fee.

*Describe how the district charter school plans to meet student nutritional needs.*

9. Requested waivers

List the district policies for which waivers are requested. Include the reasons for each request.

List the state laws and regulations for which waivers are requested. Include the reasons for each request.

Include a statement saying how the district charter school plans to comply with the intent of the statutes, rules and policies that are waived.

10. Additional information
Provide any additional information that might be helpful in supporting the application to establish a district charter school.

Submission procedures

No application fee will be charged by the Board.

The applicant must provide two original copies of the completed application printed single-sided on white paper, not stapled, and an electronic copy of the application on a disk.

At least 30 days prior to submitting an application, the applicant shall complete the intent to apply form (exhibit LBD*-E) and provide the completed form to the district’s designated administrator(s).

On or before August 15 of the year preceding the proposed opening of the district charter school, the applicant shall submit the application to the district’s designated administrator(s), who shall review the application for completeness.

If the application is deemed complete, the district administrator will indicate the date of receipt and forward the application to the district accountability committee. If the application is deemed incomplete, the district administrator will document the application’s deficiencies in a written notice to the applicant. Applicants shall be allowed 20 calendar days from the date of receipt of such notification to provide information responsive to the identified deficiencies. [Note: The district may establish a reasonable period of time for the district accountability committee to review the application.]

Alternatively, the applicant may elect to withdraw the application or submit a complete application in a future year.

Applicants are encouraged to submit applications before the August 15 deadline so there will be sufficient time for review by the district’s administration and the district accountability committee prior to submission of an official application to the Board.

Review by district accountability committee

The district accountability committee shall review an application before submission to the Board. The committee shall include one person, who need not reside in the district, with knowledge of district charter schools and one parent of a student in the district. The parent must be a district charter school parent if the district has a district charter school. The district accountability committee will have 20 calendar days to review the application. [Note: The district may establish a reasonable period of time for the district accountability committee to review the application.] Upon the committee’s completion of its review, the designated district administrator(s) shall forward the application to the Board for review at the next regular Board meeting.
[Note: Some districts require the district accountability committee to review the application for completeness instead of designating district administrators to do this part of the process.]

**Review by the Board**

The Board shall not accept or consider an incomplete application. Statutory timelines for Board action upon the district charter application shall commence upon the Board’s adoption of a resolution accepting the completed application at a Board meeting. The parties may mutually agree to waive any deadlines during the application process, including extending the deadline for Board consideration of the application.

*Once a complete application has been accepted by the Board, the Board will interview the district charter applicant. Interviewing the applicant does not preclude the Board from requiring the applicant to submit additional information or documentation.*
Public meetings

After giving reasonable notice, the Board shall schedule and hold community meetings in the affected areas or the entire district to obtain information to assist the Board to make a decision about the district charter school application.

Decision on the district charter application

The Board shall make a decision on the district charter school application by resolution in a regular or special Board meeting within 75 days of accepting the complete application or such deadline as may be mutually agreed upon by the Board and the applicant. The Board may approve, approve with conditions, or deny the district charter application.

The Board may unilaterally impose conditions on a district charter school applicant only through adoption of a Board resolution. Such resolution shall, at a minimum, state the Board’s reasons for imposing the conditions unilaterally.

If the application is approved with conditions, the applicant must satisfy all conditions before the Board may approve the application. An applicant’s failure to satisfy all of the Board’s conditions shall result in the Board’s denial of the application.

If the application is approved, the district charter shall be granted for a period of at least three academic years.

If the application is denied or if the Board does not review the application, the Board will set forth in writing the grounds for denial or refusal to review. The Board shall notify the Colorado Department of Education of the denial and the reasons within 15 days after it makes this decision. If the application is approved, the Board will send a copy of the approved district charter to the Department of Education within 15 days after Board approval of the application.

Negotiations

All negotiations between the Board and an approved district charter school on the district charter agreement shall be concluded by and all terms agreed upon no later than 90 days after the Board resolution approving the district charter application.
B. Renewal of a district charter

The governing body of a district charter school shall submit a renewal application to the Board no later than December 1 of the year prior to the year in which the district charter expires.

The renewal application shall contain a complete report on the progress of the school in achieving the goals, objectives, student performance standards, content standards, targets for the measures used to determine the levels of attainment of the accreditation performance indicators, and other terms of the district charter contract and the results achieved by the district charter school students on state assessments.

The renewal application shall also include a financial statement that discloses the costs of administration, instruction and other spending categories for the school.

The Board shall rule by resolution on the renewal application no later than February 1 of the year in which the district charter expires or by a mutually agreed upon date.

C. Revocation of a district charter

A district charter may be revoked or not renewed by the Board if the Board determines that the district charter school did any of the following:

1. Committed a material violation of any of the conditions, standards or procedures in the contract;

2. Failed to meet or make reasonable progress toward achievement of the goals, objectives, content standards, pupil performance standards, targets for the measures used to determine the levels of attainment of the student performance indicators, applicable federal requirements, or other terms identified in the contract;

3. Failed to meet generally accepted standards of fiscal management; or

4. Violated any provision of law from which the district charter school is not specifically exempt.

If the Board revokes or does not renew a district charter, the Board shall state its reasons for doing so in writing.

Adopted: September, 2010
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.

Intent to Apply to Become a District Charter School

Instructions: All district charter school applicants must file this intent to apply form with the district at least thirty (30) days before submitting an application to the Board of Education.

The intent to apply form may be returned by fax to 719-846-2957 or e-mail to: mike.tranter@trinidad.k12.co.us.

The form should also be the first document included in the district charter school application.

Date: ___________________
Name of proposed district charter school: ________________________________________________________

Name of educational service provider, if applicable: ___________________________________________________

Contact person: ____________________________________________________________
Mailing address: ____________________________________________________________
City: __________________________ State: _______ Zip: ________________
Daytime phone: __________________________ Fax: ____________________________
E-mail: ________________________________________________________________

Please respond to the following:

1. Applicant(s) has/will file an application to charter this school or a substantially similar school with other authorizers: Yes No If yes, please list the other authorizer(s): ___________________________________________

2. Applicant(s) submitting this form: (Check appropriate statement)
   - is incorporated in Colorado as a nonprofit
   - has filed application to become a Colorado nonprofit
   - (state type of entity, if other than above): __________________________________________

3. The proposed district charter school will be located within the boundaries of the school district in which this intent to apply form is submitted: Yes No, the proposed district charter school will be located in ________________.

Adopted: September, 2010