<table>
<thead>
<tr>
<th>Code</th>
<th>Policy Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GBEB</td>
<td>Staff Conduct</td>
</tr>
<tr>
<td>BCE/GCF</td>
<td>Professional Staff Recruiting/Hiring</td>
</tr>
<tr>
<td>GDE/GDF</td>
<td>Support Staff Recruiting/Hiring</td>
</tr>
<tr>
<td>IHBK</td>
<td>Preparation for Postsecondary and Workforce Success</td>
</tr>
<tr>
<td>IHBK-R</td>
<td>Preparation for Postsecondary and Workforce Success</td>
</tr>
<tr>
<td>IFK-2</td>
<td>Graduation Requirements</td>
</tr>
<tr>
<td>IFK-2-E</td>
<td>Graduation Requirements</td>
</tr>
<tr>
<td>ILBC</td>
<td>Early Literacy and Reading Comprehension</td>
</tr>
<tr>
<td>ILBC-R</td>
<td>Early Literacy and Reading comprehension</td>
</tr>
<tr>
<td>JLDAC</td>
<td>Screening/Testing of Students</td>
</tr>
<tr>
<td>KDB</td>
<td>Public’s Right to Know/Freedom of Information</td>
</tr>
<tr>
<td>KDE</td>
<td>Crisis Management</td>
</tr>
<tr>
<td>KFA</td>
<td>Public Conduct on District Property</td>
</tr>
</tbody>
</table>
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.

As representatives of the district and role models for students, all staff shall demonstrate and uphold high professional, ethical and moral standards. Staff members shall conduct themselves in a manner that is consistent with the educational mission of the district and shall maintain professional boundaries with students at all times in accordance with this policy's accompanying regulation. Interactions between staff members must be based on mutual respect and any disputes will be resolved in a professional manner.

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 further substantially the employee's 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 to depart from the faithful and impartial discharge of the staff member's duties, or which the staff member knows or should know is primarily for the purpose of a reward for action taken.

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

4. Perform an action which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the staff member has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

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 the safety and welfare of students.

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 Board policy and state law.

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 Board's policy regarding public possession of deadly weapons on school property or in school buildings shall apply to district employees. 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 has good cause to believe that any staff member has been convicted of, pled nolo contendere to, or received a deferred or suspended sentence for 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, an authorized district or BOCES employee, or any third party approved by the Colorado Bureau of Investigation. Fingerprint must be submitted within 20 days after 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. When the results of the fingerprint-based criminal history
record check reveal a record of arrest without a disposition, the district shall require the employee to submit to a name-based criminal history record check.

Disciplinary action, which could include dismissal from employment, may be taken against personnel if the results of fingerprint processing and/or name-based criminal history record check provide relevant information. Non-licensed employees shall be terminated if the results of the fingerprint-based or name-based criminal history record check disclose a conviction for certain felonies, as provided in law.

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 or suspended 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.

Notification concerning arrests

District employees shall notify the district when they are arrested for specific criminal offenses, in accordance with this policy's accompanying regulation.

The district shall notify students' parents/guardians when district employees are charged with specific criminal offenses, as required by state law and in accordance with applicable Board policy.

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. See the Board's policy concerning survey, assessment, analysis or evaluation of students. 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.

Revised September 2002; September 2003; December 2005; February 2019; December 2019
Adopted February 2000

LEGAL REFS.: 28 C.F.R. 50.12 (b) (notification requirements regarding fingerprints)
C.R.S. 18-12-105.5 (unlawful carrying/possession of weapons on school grounds)
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) (child abuse reporting)
C.R.S. 22-1-130 (parent notification of employee criminal charges)
C.R.S. 22-2-119.3 (6)(d) (name-based criminal history record check - definition)
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)(pp) (annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)
C.R.S. 22-32-109.1 (8) (policy requiring inquiries upon good cause to department of education for purpose of ongoing screening of employees)
C.R.S. 22-32-109.7 (duty to make inquiries prior to hiring)
C.R.S. 22-32-109.8 (non-licensed personnel - submittal of fingerprints and name-based criminal history record check)
C.R.S. 22-32-109.8 (6)(a) (requirement to terminate non-licensed employees for certain felony offenses)
C.R.S. 22-32-109.9 (licensed personnel - submittal of fingerprints and name-based criminal history record check)
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. 24-18-110 (voluntary disclosure)
CROSS REFS.: JLC, Student Health Services and Records
JLDAC, Screening/Testing of Students (And Treatment of Mental Disorders)
JLF, Reporting Child Abuse/Child Protection
KDBA*, Parent Notification of Employee Criminal Charges
KFA, Public Conduct on District Property

[Revised November 2019]

COLORADO SAMPLE POLICY 1994©
Professional Staff Recruiting/Hiring

Recruiting

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

It is the responsibility of the superintendent, with the assistance of other administrators, to determine the personnel needs of the district in general and of each individual school and to locate suitable candidates to recommend to the Board for employment. The search for good teachers and other professional personnel 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's schools. Any present employee of the district may apply for a position for which he or she is licensed and/or 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 information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.

Hiring

There shall be no discrimination in the hiring process on the basis of race, color, creed, sex, sexual orientation (which includes transgender), genetic information, religion, national origin, ancestry, age, marital status, disability or conditions related to pregnancy or childbirth.

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

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 and that, where applicable, the school principal has an opportunity to consent.

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

Appointment of candidates

Nominations shall be made at meetings of the Board of Education. 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.

Revised September 2000; December 2005; February 2019; December 2019
Adopted September 1976

LEGAL REFS.: 15 U.S.C. 1681 et seq. (Fair Credit Reporting Act)
20 U.S.C. 6312 (c)(6) (teacher licensure requirements under Every Student Succeeds Act)
42 U.S.C. 653 (a) (Personal Responsibility and Work Opportunity Reconciliation Act)
28 C.F.R. 50.12 (b) (notification requirements regarding fingerprints)
C.R.S. 2-4-401 (13.5) (definition of sexual orientation, which includes transgender)
C.R.S. 8-2-126 (limits employers' use of consumer credit information)
C.R.S. 13-80-103.9 (liability for failure to perform an education employment required background check)
C.R.S. 14-14-111.5 (Child Support Enforcement procedures)
C.R.S. 22-2-119 (inquiries prior to hiring)
C.R.S. 22-2-119.3 (6)(d) (name-based criminal history record check - definition)
C.R.S. 22-32-109 (1)(f) (Board duty to employ personnel)
C.R.S. 22-32-109 (1)(pp) (annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)
C.R.S. 22-32-109.7 (duty to make inquiries prior to hiring)
C.R.S. 22-32-109.8 (non-licensed personnel - submittal of fingerprints and name-based criminal history record check)
C.R.S. 22-32-126 (principal's role in hiring and assignment)
C.R.S. 22-60.5-114 (3) (State Board can waive some requirements for initial license applicants upon request of school district)
C.R.S. 22-60.5-201 (types of teacher licenses issued)
C.R.S. 22-61-101 (prohibiting discrimination)
C.R.S. 22-61-103 (requirement for teacher's oath or written pledge)
C.R.S. 22-63-201 (licensure required)
C.R.S. 22-63-202 (employment contracts and mutual consent placement)
C.R.S. 22-63-206 (transfers)
C.R.S. 24-5-101 (effect of criminal conviction on employment)
C.R.S. 24-34-301 (7) (definition of sexual orientation, which includes transgender)
C.R.S. 24-34-402 (1) (discriminatory and unfair employment practices)
C.R.S. 24-34-402.3 (discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)
C.R.S. 24-72-202 (4.5) (definition of personnel file in open records law)
CROSS REFS.: GBA, Open Hiring/Equal Employment Opportunity
GCKAA*, Teacher Displacement
[Revised November 2019]
COLORADO SAMPLE POLICY 1994©
Support Staff Recruiting/Hiring

The Board shall establish and budget for classified positions in the school district on the basis of need and the financial resources of the district.

Recruiting

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.

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

Background checks

Prior to hiring any person, in accordance with state law the district 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 information or reports are used in the hiring process the district shall comply with the Fair Credit Reporting Act and applicable state law.

All applicants recommended for a position in the district shall submit a set of fingerprints and 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.

Hiring

There shall be no discrimination in the hiring process on the basis of race, color, creed, sex, sexual orientation (which includes transgender), religion, national origin, ancestry, age, genetic information, marital status, disability or conditions related to pregnancy or childbirth.

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

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

Revised December 2005; February 2019; December 2019
Adopted March 1995
LEGAL REFS.: 15 U.S.C. 1681 * et seq.* (Fair Credit Reporting Act)  
42 U.S.C. 653 (a) (*Personal Responsibility and Work Opportunity Reconciliation Act*)  
28 C.F.R. 50.12 (b) (notification requirements regarding fingerprints)  
C.R.S. **2-4-401** (13.5) (definition of sexual orientation, which includes transgender)  
C.R.S. **8-2-126** (limits employers' use of consumer credit information)  
C.R.S. **13-80-103.9** (liability for failure to perform an education employment required background check)  
C.R.S. **14-14-111.5** (Child Support Enforcement procedures)  
C.R.S. **22-2-119** (duty to make inquiries prior to hiring)  
C.R.S. **22-2-119.3** (6)(d) (name-based criminal history record check - definition)  
C.R.S. **22-32-109** (1)(f) (Board duty to employ personnel)  
C.R.S. **22-32-109** (1)(pp) (annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)  
C.R.S. **22-32-109.7** (duty to make inquiries prior to hiring)  
C.R.S. **22-32-109.8** (non-licensed personnel - submittal of fingerprints and name-based criminal history record check)  
C.R.S. **24-5-101** (effect of criminal conviction on employment)  
C.R.S. **24-34-301** (7) (definition of sexual orientation, which includes transgender)  
C.R.S. **24-34-402** (1) (discriminatory and unfair employment practices)  
C.R.S. **24-34-402.3** (discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)  
CROSS REFS.: **GBA**, Open Hiring/Equal Employment Opportunity  
**GDA**, Support Staff Positions  

[Revised November 2019]  

COLORADO SAMPLE POLICY 1993©
Preparation for Postsecondary and Workforce Success

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

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

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

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

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

The district's plan for the development and implementation of student ICAPs shall be in accordance with this policy's accompanying regulation.
Adopted June 2019

Revised December 2019

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

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

C.R.S. **22-32-109.5** (4) (district may administer "developmental education" placement or assessment tests to determine postsecondary and workforce readiness; if such test is administered, score shall be included on student's ICAP)

C.R.S. **22-54-138** (career development success program provides financial incentives to participating districts to encourage completion of industry-credential programs, apprenticeships and advanced placement courses)

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

CROSS REFS.: IHCD, Concurrent Enrollment

IKF, Graduation Requirements

[Revised November 2019]

COLORADO SAMPLE POLICY 1999©
Preparation for Postsecondary and Workforce Success
(Implementation Plan for Student Individual Career and Academic Plans)

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

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

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

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

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

4. How students' ICAPs will be stored.

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.

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

Adopted June 2019
Revised December 2019

[Revised November 2019]

COLORADO SAMPLE REGULATION 2010©
Graduation Requirements

(Beginning with the Class of 2021)

In pursuit of its mission to ensure that all students reach their learning potential and are prepared for postsecondary and career opportunities, the Board of Education has established the following graduation requirements for students entering the ninth grade in the 2017-18 school year and each ninth grade class thereafter.

To receive a high school diploma from the district, students must meet or exceed the district's academic standards and measures required by this policy. Students with disabilities shall be provided access to all graduation pathways provided by this policy and shall have the opportunity to earn a high school diploma from the district.

College and career readiness

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. The Board has selected its own measures from these state graduation guidelines.

Students must complete at least one English measure and one Math measure and meet or exceed the measure's corresponding cut score or criteria to demonstrate college and career readiness in English and Math. The Board's approved measures and cut scores are outlined in this policy's accompanying exhibit.

Exceptions to the Board's required measures and cut scores/criteria

If a student has demonstrated college and career readiness by completing an assessment or other measure that is not included in this policy's accompanying exhibit but is included in the state graduation guidelines, the principal or principal's designee may determine that such assessment or other measure is acceptable and meets the district's graduation requirements.

Courses required for graduation

Units of credit required for graduation

Credit from other institutions and home-based programs

Students entering from outside the district must meet the district's course requirements. The principal or principal's designee shall determine whether credit toward course requirements shall be granted for courses taken outside the district.

In accordance with applicable state law, college courses completed pursuant to the student's participation in a "dropout recovery program" shall count as credit toward completion of the district's credit requirements.
Early graduation

The Board of Education believes that most students benefit from four years of high school experience and are encouraged not to graduate early. However, in some cases, students are ready for postsecondary education or other opportunities prior to completing four years of high school. Therefore, the superintendent or designee may grant permission to students wishing to graduate early, provided the student has met all district graduation requirements in accordance with this policy and its accompanying exhibit.

Adopted June 2019
Revised December 2019

LEGAL REFS.: C.R.S. 22-1-104 (teaching history, culture and civil government)

C.R.S. 22-32-109 (1)(kk) (Board to establish graduation requirements that "meet or exceed" state graduation guidelines)

C.R.S. 22-32-132 (discretion to award diploma to honorably discharged veterans)

C.R.S. 22-33-104.5 (home-based education law)

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

CROSS REFS.: AE, Accountability/Commitment to Accomplishment

AEA, Standards Based Education

IHBG, Home Schooling

IHBK*, Preparation for Postsecondary and Workforce Success

IHCDA, Concurrent Enrollment

IK, Academic Achievement

IKA, Grading/Assessment Systems

[Revised November 2019]

COLORADO SAMPLE POLICY 2016©
# Graduation Requirements

*(Beginning with the Class of 2021)*

<table>
<thead>
<tr>
<th>Measure</th>
<th>Cut Score/Criteria - English</th>
<th>Cut Score/Criteria - Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuplacer assessment</td>
<td>Score of at least 230 on writing</td>
<td>Score of at least 220</td>
</tr>
<tr>
<td>ACT assessment</td>
<td>Score of at least 17 on English</td>
<td>Score of at least 17 on Math</td>
</tr>
<tr>
<td>SAT</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Armed Services Vocational Aptitude Battery (ASVAB)</td>
<td>Score of at least 31 on the AFQT</td>
<td>Score of at least 31 on the AFQT</td>
</tr>
<tr>
<td>Concurrent enrollment course, as approved by the district and included in the student's academic plan of study or Individualized Career and Academic Plan (ICAP)</td>
<td>Grade of at least a 70%</td>
<td>Grade of at least a 70%</td>
</tr>
<tr>
<td>Exit Exam</td>
<td>70%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Adopted December 2019

COLORADO SAMPLE EXHIBIT 2019©
Early Literacy and Reading Comprehension

(Colorado READ Act)

The Board believes reading is the skill most closely associated with success in school. In accordance with this belief and state law, the district shall provide students enrolled in kindergarten, first, second, and third grades with instructional programming and interventions to enable these students, to the greatest extent possible, to achieve reading competency and attain the skills necessary to achieve the Board's and state's academic achievement goals.

The instructional programming and interventions shall be evidence-based and scientifically-based, and shall focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension.

Assessments and READ plans

In accordance with the Colorado Reading to Ensure Academic Development Act (READ Act) and applicable State Board of Education rules, the district shall assess the reading readiness level of every kindergarten student and the literacy and reading comprehension level of every first, second, and third grade student. If the assessment of the student indicates the student has a significant reading deficiency, a READ plan shall be developed for the student in accordance with this policy's accompanying regulation.

Student retention due to student's significant reading deficiency

The decision to retain a student due to the student's significant reading deficiency shall be made by the building principal, in accordance with applicable law and in consultation with the student's parent/guardian, the student's teacher and other appropriate school personnel.

The meeting to discuss the possible retention of a student with a significant reading deficiency and the notice required by the READ Act are addressed in this policy's accompanying regulation.

If a decision is made to promote a student to fourth grade even though the student continues to be identified as a student with a significant reading deficiency, the superintendent or superintendent's designee shall make the final decision regarding whether the student is promoted or retained.

Reporting

The district shall annually report to the Colorado Department of Education (CDE) the state-assigned student identifier for each student enrolled in the district who has a READ plan. Other information required by the READ Act and applicable State Board of Education rules shall also be reported to CDE.
The district shall also use the reported student data to develop and implement district and school improvement plans in accordance with the Education Accountability Act of 2009 and applicable State Board of Education rules.

Revised February 2019: December 2019
Adopted December 2005

LEGAL REFS.:  C.R.S. 22-7-1201 et seq. (Colorado Reading to Ensure Academic Development (READ) Act)

C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)

1 CCR 301-1, Rules 2202-R-1.00 et seq. (State Board of Education rules for the Administration of the Accreditation of School Districts)

1 CCR 301-92, Rules 2202-R-1.00 et seq. (State Board of Education rules for the Administration of the Colorado Reading to Ensure Academic Development (READ) Act)

CROSS REFS.:  AE, Accountability/Commitment to Accomplishment

AED*, Accreditation

IK, Academic Achievement

IKE, Ensuring All Students Meet Standards (Promotion, Retention and Acceleration of Students)

[Revised November 2019]

COLORADO SAMPLE POLICY 1998©
Early Literacy and Reading Comprehension

(Procedures to Implement the Colorado READ Act)

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

A. Development of a READ plan

A READ plan shall be developed for a student in kindergarten, first, second or third grade who is identified with a significant reading deficiency in accordance with the READ Act and applicable State Board of Education rules.

If the student is in kindergarten, the READ plan shall be a component of the kindergartner's individualized readiness plan. The district may include components of a student's individualized readiness plan that apply to teaching literacy as part of a student's READ plan after the student completes kindergarten, so long as the district assesses the student in first, second, and third grades in accordance with Board policy, the READ Act, and applicable State Board of Education rules, and the student's READ plan is consistent with applicable law.

Alternatively, and in lieu of a READ plan, the district may address the student's identified significant reading deficiency in the student's Individualized Education Program (IEP), in accordance with applicable law.

Components of the READ plan

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

1. the student's specific, diagnosed reading skill deficiencies to be remediated for the student to attain reading competency;

2. the goals and benchmarks for the student's growth in attaining reading competency;

3. the instructional programming and interventions the student will receive in reading; at a minimum, the student must receive educational services in a daily literacy block;

4. the manner in which the student's progress will be monitored and evaluated;

5. the strategies the student's parent/guardian is encouraged to use in assisting the student;

6. any additional services the student's teacher deems available and appropriate to accelerate the student's reading skill development.
Communication with the student's parent/guardian

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

1. The state's goal for all children in Colorado is to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or the workforce.

2. Research indicates achieving reading competency by the end of third grade is a critical milestone in achieving this goal.

3. If the student enters fourth grade without achieving reading competency, the student is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades.

4. If the student's reading skill deficiencies are not remediated, it is likely the student will not have the skills necessary to complete the coursework required to graduate from high school.

5. The nature of the student's significant reading deficiency, including an explanation of what the significant deficiency is and the basis upon which the teacher identified the deficiency.

6. Under state law, the student qualifies for and the district is required to provide targeted, scientifically-based or evidence-based interventions to remediate the student's specific, diagnosed reading skill deficiencies, and the student's READ plan shall include these interventions.

7. The student's parent/guardian plays a central role in supporting the student's efforts to achieve reading competency and is strongly encouraged to work with the student's teacher in implementing the student's READ plan.

8. The student's READ plan includes strategies the parent/guardian is encouraged to use at home and is encouraged to supplement the intervention the student receives in school.

9. There are serious implications to a student entering fourth grade with a significant reading deficiency. If the student continues to have a significant reading deficiency at the end of the school year, state law requires the parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy.

At the conclusion of the meeting or as soon as possible thereafter, school personnel shall provide the student's parent/guardian with a written explanation of the information discussed in items 1-9 above, and a copy of the student's READ plan.

If the student's parent/guardian is unable to attend the meeting, the student's teacher shall provide the student's parent/guardian with a copy of the student's READ plan, a written explanation of items 1-9 above, and a written explanation of the scientifically-based or evidence-based reading
instructional programming and other reading-related services the student will receive under the plan as well as the strategies the parent/guardian is encouraged to apply to assist the student.

Review and implementation of a READ plan

School personnel shall provide updates to the parent/guardian of a student with a READ plan, which may occur through existing methods of communication, concerning the results of the intervention instruction described in the plan and the student's progress toward achieving reading competency. School personnel are encouraged to communicate with the student's parent/guardian about the parent's/guardian's progress implementing the home reading strategies in the student's READ plan.

The district shall ensure that a student's READ plan is reviewed, revised, and implemented until the student attains reading competency, regardless of the student's grade level and regardless of whether the student was enrolled in the district when the READ plan was originally developed or transferred enrollment to the district after the READ plan was developed.

B. Student promotion or retention

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

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

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

2. School personnel will work with the student's parent/guardian to schedule a date, time, and place for the meeting.

The written notification shall not be required if:

1. the student is a student with a disability who is eligible to take the alternative statewide assessment or whose disability substantially impacts the student's progress in developing reading skills, resulting in the student's significant reading deficiency;

2. the student is identified as an English language learner and the student's significant reading deficiency is due primarily to the student's language skills; or

3. the student is completing the second school year at the same grade level.

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

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

2. The importance of achieving reading competency by third grade because students who do so are more likely to graduate from high school and attain a postsecondary credential.

3. The student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level.

4. The increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level.

5. The potential effects on the student if he or she does not advance to the next grade level.

If the parent/guardian does not attend the meeting, the decision to promote or retain the student due to the student's significant reading deficiency shall be made in accordance with Board policy.

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

Adopted December 2019

[Revised November 2019]

COLORADO SAMPLE REGULATION 2013
Screening/Testing of Students

(And Treatment of Mental Disorders)

Parents/guardians and eligible students have the right to review any survey, assessment, analysis or evaluation administered or distributed by a school to students whether created by the district or a third party. For purposes of this policy, "eligible student" means a student 18 years of age or older or an emancipated minor. Any survey, assessment, analysis or evaluation administered or distributed by a school to students shall be subject to applicable state and federal laws protecting the confidentiality of student records.

Survey, assessment, analysis or evaluation for which consent is required

Except as otherwise permitted by law, students shall not be required to submit to a survey, assessment, analysis, or evaluation that is intended to reveal information, whether the information is personally identifiable or not, without prior written consent of the parent/guardian or eligible student, if that survey, assessment, analysis, or evaluation reveals information in the following areas ("protected information"):

1. political affiliations or beliefs of the student or the student's parent/guardian
2. mental or psychological conditions of the student or the student's family
3. sexual 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 program)
9. social security number

School personnel responsible for administering any such survey, assessment, analysis or evaluation shall give written notice at least two weeks in advance to the student's parent/guardian or the eligible student and shall make a copy of the document available for viewing at convenient times and locations. 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, assessment, 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, assessment, 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, assessment, analysis or evaluation related to educational products or services for or to students or educational institutions. These products and services include, but are not limited to, the following:

   • 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

5. be construed to require parental notice or consent for assessments used to collect evidence of what a student knows and is able to do and to measure a student's academic progress toward attaining the district's academic standards

6. limit the ability of the district to administer a suicide assessment or threat assessment

Surveys, assessment, analysis or evaluation for marketing purposes

Parents/guardians and eligible students 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.
Trinidad School District #1

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

Revised December 2019

LEGAL REFS.: 20 U.S.C. 1232g (Family Education Rights and Privacy Act)

20 U.S.C. 1232h (rights of students and parents to inspect instructional materials and give prior consent for certain surveys, analysis and evaluation)

C.R.S. 12-43-202.5 (minor who is 12 years of age or older may consent to psychotherapy without parent/guardian consent, subject to specific requirements)

C.R.S. 13-22-101 (18 is age of competence for certain purposes)
C.R.S. 22-1-123 (district shall comply with federal law on protection of pupil rights; Colorado provisions regarding survey, assessment, analysis and evaluation of students)

C.R.S. 22-32-109 (1)(ee) (duty to adopt policy prohibiting personnel from ordering behavior tests without parent permission)

C.R.S. 22-32-109.2 (screening and treatment of emotional/mental disorders or disabilities)

C.R.S. 27-65-103 (voluntary applications for mental health services)

CROSS REFS.: GBEB, Staff Conduct (And Responsibilities)

GCS, Professional Research and Publishing

IKA, Grading/Assessment Systems

JLCA, Physical Examinations of Students

JRA/JRC, Student Records/Release of Information on Students

LC, Relations with Education Research Agencies

[Revised November 2019]

COLORADO SAMPLE POLICY 1990©
Public's Right to Know/Freedom of Information

The Board 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 written policies and its financial records 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 or otherwise prohibited by law. The district's financial information shall be posted online in accordance with the Public School Financial Transparency Act.

In responding to a request for the district's public records, the district may charge a fee for staff time spent in excess of one hour for the following: researching and retrieving the requested records; conducting searches for requested records; reviewing records to determine whether they are responsive to the request; and identifying and separating those records that are not public and/or are privileged or confidential. Such fee shall be $33.58 per hour, which may be increased from time to time as permitted by applicable state law. The district may also charge other reasonable fees in responding to a request for the district's public records, in accordance with the accompanying regulation.

The Board wishes to support the right of the people to know about the programs and services of their schools and shall make reasonable efforts to disseminate information. Each principal is authorized to use all means available to keep parents/guardians and others of that particular school's community informed about the school's program and activities.

Adopted December 2005

Revised December 2019

LEGAL REFS.:  C.R.S. 22-9-109 (exemption from public inspection)

C.R.S. 22-32-109 (1)(c) (documents available for public inspection)

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

C.R.S. 24-72-201 et seq. (access to public records)

C.R.S. 24-72-205 (6)(a) (must adopt policy regarding the fee for research and retrieval of public records, if the district imposes such a fee; policy must be posted on website or otherwise published)
C.R.S. 24-72-205 (6)(b) (maximum hourly fee for research and retrieval of public documents adjusted on July 1, 2019, and every five-year period thereafter)

CROSS REFS.: BEDA, Notification of School Board Meetings

BEDG, Minutes

DAB*, Financial Administration

EGAEA, Electronic Communication

GBJ, Personnel Records and Files

JRA/JRC, Student Records/Release of Information on Students

[Revised November 2019]

COLORADO SAMPLE POLICY 1992©
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 remain in compliance with the National Incident Management System (NIMS), as that system applies to school districts. The district achieved NIMS compliance on July 30, 2018.

The Board directs the superintendent or a designee to develop, implement and maintain a School Safety, Readiness and Incident Management Plan (safety plan) including, to the extent possible, emergency communications, that coordinates with any statewide or local emergency operation plans already in place. The safety plan shall incorporate the requirements of state law.

Adopted July 2009
Revised May 2018; December 2019

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. 25-53-102 (automated external defibrillators requirements must be referenced in safety, readiness and incident management plan)

C.R.S. 22-1-126 (Safe2Tell Program)

C.R.S. 22-32-109.1 (1)(b.5) (definition of "community partners")

C.R.S. 22-32-109.1 (4) (school response framework is required part of safe schools plan)

C.R.S. 24-33.5-1213.4 (school all-hazard emergency planning and response)

CROSS REFS.: JLCE, First Aid and Emergency Medical Care

JLDBG, Peer Mediation

[Revised November 2019]

COLORADO SAMPLE POLICY 1991©
Public Conduct on District Property

Persons using or upon school district property, including all district buildings, parking lots, and any district vehicle used to transport students, shall not engage in the conduct described below.

Any person considered by the superintendent or designee to be in violation of this policy shall be instructed to leave district property and law enforcement may be contacted. Any person who has engaged or district officials reasonably believe will engage in conduct prohibited by this policy may be excluded from district property.

The following conduct by any person is prohibited:

1. Any conduct that obstructs, disrupts or interferes with or threatens to obstruct, disrupt or interfere with district operations or any activity sponsored or approved by the district.

2. Physical abuse or threat of harm to any person or school district property.

3. Damage or threat of damage to district property regardless of the location, or property of a member of the community when such property is located on district property.

4. Forceful or unauthorized entry to or occupation of district facilities, including both buildings and grounds.

5. Use, possession, distribution or sale of drugs and other controlled substances, alcohol and other illegal contraband on district property, at district or school-sponsored functions or in any district vehicle transporting students. For purposes of this policy, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phenycyclidine (PCP) and amphetamines (including methamphetamine).

6. Distribution, manufacture or sale of controlled substances or the possession of controlled substances with intent to distribute them within 1,000 feet of the perimeter of school grounds.

7. Entry onto district buildings or grounds by a person known to be under the influence of alcohol or a controlled substance.

8. Unlawful use of any tobacco product.

9. Possession of a deadly weapon on school property or in school buildings, unless such possession is in accordance with C.R.S. 18-12-105.5 or 18-12-214 (3). For the purposes of this policy, "deadly weapon" means:

   a. a firearm, whether loaded or unloaded;

   b. a fixed blade knife with a blade that exceeds three inches in length;
c. a spring-loaded knife or pocket knife with a blade exceeding three and one-half inches in length; or

d. any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, a BB gun, a slingshot, bludgeon, nunchucks, brass knuckles or artificial knuckles of any kind.

10. Profanity or verbally abusive language.

11. Violation of any federal, state or municipal law or Board policy.

Adopted December 2005
Revised December 2019

LEGAL REFS.: 21 U.S.C. 860 (crime to distribute or manufacture controlled substances within 1,000 feet of a school)

C.R.S. 12-47-901 (1)(h) (prohibits consumption of alcohol in any public place without a license or permit)

C.R.S. 18-9-106 (disorderly conduct)

C.R.S. 18-9-108 (disrupting lawful assembly)

C.R.S. 18-9-109 (interference with staff, faculty or students of educational institutions)

C.R.S. 18-9-110 (public buildings - trespass, interference)

C.R.S. 18-9-117 (unlawful conduct on public property)

C.R.S. 18-12-105.5 (unlawful carrying/possession of weapons on school grounds)

C.R.S. 18-12-214 (3)(a) (person with valid concealed handgun permit may have a handgun on school property as long as hand gun remains in his or her vehicle and if, while the person is not in vehicle, the gun is kept in a compartment and the vehicle is locked)

C.R.S. 18-18-407 (2) (crime to sell, distribute or possess with intent to distribute any controlled substance on or near school grounds or school vehicles)

C.R.S. 22-1-119.3 (3)(c), (d) (no student possession or self-administration of medical marijuana, but school districts must permit the student’s primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)

C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)
C.R.S. 25-14-103.5 *(Boards of Education must adopt policies prohibiting tobacco and retail marijuana use on school property)*

C.R.S. 25-14-301 *(Teen Tobacco Use Prevention Act)*

CROSS REFS.: ADC, Tobacco-Free Schools

GBEB, Staff Conduct (And Responsibilities)

GBEC, Alcohol and Drug-Free Workplace

JICH, Drug and Alcohol Involvement by Students

JICI, Weapons in School

JLCDB*, Administration of Medical Marijuana to Qualified Students

KI, Visitors to Schools

[Revised November 2019]

COLORADO SAMPLE POLICY 1993©