



10850 East Woodmen Road • Falcon, CO 80831
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Mission Statement

To prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.

AGENDA
REGULAR BOARD OF EDUCATION MEETING
August 8, 2013
6:30 p.m.
Education Services Center – Board Room

1.00 Call to Order and Roll Call

2.00 Welcome and Pledge of Allegiance

3.00 Approval of Agenda

4.00 Consent Agenda

- 4.01 Approval of July Monthly Financial Update
- 4.02 Approval of Matters Relating to Administrative Personnel
- 4.03 Approval of Matters Relating to Licensed Personnel
- 4.04 Approval of Matters Relating to Educational Support Personnel
- 4.05 Approval of Minutes of Regular Board of Education Meeting 07/11/2013

5.00 Board Update

6.00 Open Forum

7.00 Action Items

- 7.01 Approval of Intergovernmental Agreement between District 49 and El Paso County Clerk and Recorder for the November 2013 Election
- 7.02 Approval of Athletic/Academic Fees (Student Fee Structure) for 2013-14
- 7.03 Adoption of Delegation Resolutions for Bond Refinancing
- 7.04 Approval of Nutrition Services Equipment Maintenance Contract for 2013-14
- 7.05 Administrative Salary Schedule Alignment with Approved Budget
- 7.06 Reauthorization of the Pikes Peak Board of Cooperative Educational Services (PPBOCES) Contracts
- 7.07 Approval of Revised District 2013-14 Calendar
- 7.08 Items Removed from Consent Agenda

8:00 Information Items

- 8.01 Facilities and Operations Maintenance Update
 - 8.01.01 Nutrition Services Pricing and Annual Report for 2013-2014
 - 8.01.02 Transportation Update
- 8.02 Falcon Zone Update

9.00 Discussion Items

- 9.01 Revision of policies: JIC, Student Conduct; JICA, Student Dress Code; JICC, Student conduct in School Vehicles; JICDA, Code of Conduct; JICDD, Violent and Aggressive Behavior; JICH and regulation JICH-R, Drug and Alcohol Involvement by Students; JICI, Weapons in School; JIH, Student Interviews, Interrogations, Searches and Arrests; JK and regulation JK-R, Student Discipline; JKBA and JKBA-R, Disciplinary Removal from Classroom; JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions); JKG, Expulsion Prevention; and JS, Student Use of the Internet and Electronic Communications
- 9.02 Preview of Chief Performance Review Process

10.00 Other Business

- 10.01 Executive Session:
 - 10.01.01 Pursuant to CRS 24-6-402(4)(f)(I) for discussion of performance of multiple specific staff members with prior written notification
 - 10.01.02 Pursuant to CRS 24-6-402(4)(b) to confer with an attorney for the purpose of receiving legal advice on specific legal questions
 - 10.01.03 Pursuant to CRS 24-6-402(4)(h) Discussion of individual students where public disclosure would adversely affect the person or persons involved
- 10.02 Approval of Matters Relating to Administrative Personnel

11.00 Adjournment

DATE OF POSTING: August 5, 2013

Donna Teubner
Executive Assistant



BOARD OF EDUCATION AGENDA ITEM 10.01

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Peter Hilts
TITLE OF AGENDA ITEM:	Executive Session: Pursuant to CRS 24-6-402(4)(f)(I) for discussion of performance of multiple specific staff members with prior written notification; Pursuant to CRS 24-6-402(4)(b) to confer with an attorney for the purpose of receiving legal advice on specific legal questions; Pursuant to CRS 24-6-402(4)(h) Discussion of individual students where public disclosure would adversely affect the person or persons involved
ACTION/INFORMATION/DISCUSSION:	Other Business

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness			

FUNDING REQUIRED: Yes No **X**

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to go into Executive Session pursuant to CRS 24-6-402(4)(f)(I) for discussion of performance of multiple specific staff members with prior written notification; Pursuant to CRS 24-6-402(4)(b) to confer with an attorney for the purpose of receiving legal advice on specific legal questions; Pursuant to CRS 24-6-402(4)(h) Discussion of individual students where public disclosure would adversely affect the person or persons involved.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: August 2, 2013



BOARD OF EDUCATION AGENDA ITEM 10.02

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Peter Hiltz
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Administrative Personnel
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: An internal investigation concluded that district administrators participated in the production and presentation of inauthentic documents. The administration has provided a private briefing in executive session detailing the specifics of this incident along with recommendations for personnel action.

RATIONALE: The Board of Education holds final authority to affirm or reject administrative recommendations for personnel actions.

RELEVANT DATA AND EXPECTED OUTCOMES: The recommended action is a proportionate and differentiated response to the actions disclosed in executive session.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes ☐ No X

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the personnel actions, including termination of one administrator.

APPROVED BY: Peter Hiltz, CEO

DATE: August 1, 2013



BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	July 2013 Monthly Financial Update
ACTION/INFORMATION/DISCUSSION:	Consent Agenda - Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Report to the Board of Education the performance of actual revenues and expenditures versus budgeted revenues and expenditures in all funds with comparison to prior year. Reference the first attached spreadsheet: the first column is the list of each fund the District has. The 2012-2013 columns start with the approved budget for the entire year compared to revenues and expenditures through May. Percentages over 100% on a revenue line are good in that we received more revenue than was anticipated. If any of the expenditure lines were higher than the percentage of year concluded, that fund could be an area of possible concern depending upon why it was high.

The 2012-2013 year-end fund balance columns are required by statute. This is showing you the budgeted and anticipated end-of-year fund balance. The 2011-2012 columns are the prior year's total budget and the actual through May 2012. These amounts are provided for comparison to the current year amounts.

RATIONALE: This report is to keep the BOE informed of spending. It is required quarterly by law, however, it is being provided monthly in D49 in keeping with the Board's goal of financial transparency and fiscal responsibility.

RELEVANT DATA AND EXPECTED OUTCOMES: It is expected that the monitoring of expenditures will result in keeping spending in line with the Board's goals and direction as budgeted.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes ____ No X **AMOUNT BUDGETED:** This is a report of already budgeted expenditures.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the June 2013 monthly financial update of all funds as presented.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: July 31, 2013



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Kim Steeves, Professional Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Administrative and/or Professional Teachinical Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: To gain Board of Education approval for personnel changes.

RATIONALE: 1. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. 2. Retirement and resignations, if any, are including in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing these action items, the Board of Education is approving the necessary actions that allow the District to continue its' function of hiring and other associated personnel activities that impact student achievement.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes X No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: In accordance with Board of Education approved salary tables

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Paul Andersen, Personnel Director

DATE: July 26, 2013



BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Kim Steeves, Professional Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Licensed Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: To gain Board of Education approval for personnel changes.

RATIONALE: 1. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. 2. Retirement and resignations, if any, are including in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing these action items, the Board of Education is approving the necessary actions that allow the District to continue its' function of hiring and other associated personnel activities that impact student achievement.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes X No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: In accordance with Board of Education approved salary tables

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Paul Andersen, Personnel Director

DATE: July 26, 2013



BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Lisa Hines, Educational Support Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Educational Support Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- To gain Board of Education approval for personnel changes

RATIONALE:

- The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement.
- Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:

- By addressing these action items, the Board of Education is approving the necessary actions that allow the District to continue its' function of hiring and other associated personnel activities that impact student achievement.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes X No ___ **AMOUNT BUDGETED:** Amount Budgeted: In accordance with Board of Education approved salary tables.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the recommendation of the administration for personnel changes listed on the attached sheet.

APPROVED BY: Peter Hiltz, Chief Education Officer
Brett Ridgway, Chief Business Officer
Paul Andersen, Personnel Director

DATE: July 26, 2013



BOARD OF EDUCATION AGENDA ITEM 4.05

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Donna Teubner
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board of Education Meeting 07/11/2013
ACTION/INFORMATION/DISCUSSION:	Consent Agenda

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Board approval required prior to posting minutes.

RATIONALE: Board of Education shall review minutes of meetings to ensure accuracy.

RELEVANT DATA AND EXPECTED OUTCOMES:

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement	<u>X</u>	Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes No **X**

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda.

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: July 24, 2013



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Mission Statement

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**MINUTES
REGULAR BOARD OF EDUCATION MEETING
July 11, 2013
Central Administration Office – Board Room**

1.00 A regular meeting of the Falcon Board of Education was called to order at 6:32 p.m. by the President, Tammy Harold. The following Board members were present: Mr. Allen, Ms. Harold, Mr. Irons, Mrs. LaVere-Wright, and Mr. Wright.

2.00 Welcome and Pledge of Allegiance

President Harold welcomed those in attendance and invited them to join the Board in the Pledge of Allegiance.

3.00 Approval of Agenda

It was moved by LaVere-Wright and seconded by Irons to approve the agenda.

Hilt: Amend executive session to include discussion of a matter for individual student.

Motion was withdrawn by LaVere-Wright.

It was moved by LaVere-Wright and seconded by Irons to amend the agenda to add an additional section of executive session to cover a student issue. The motion was put and carried with Allen, aye; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, aye.

4.00 Consent Agenda

It was moved by LaVere-Wright and seconded by Irons to approve the consent agenda.

Wright: Shared concerns about hiring Innovation Leaders within zone concept. If end goal is to get to a portfolio district where principals, parents and teachers are making decisions within the classroom, that zone concept is slowing our progress down.

The motion was put and carried with Allen, nay; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, nay.

5.00 Board Update

Ridgway: June 30th was the close of fiscal year and the results are coming in square on the budget. The results don't become final for at least another 30 days.

Bay: At the Rodeo our teams took 1st and 3rd place respectively. The operational services at new plot are moving along. The football field at Falcon High School has been re-sodded. We've had fifty-seven projects to complete in less than 60 days which will be done by the 1st day of school.

Hilts: Administrator reports have been given to board members. Our aspiration is to give them to you in advance so that if you have questions, we can respond at the meeting. Those reports are primarily about the organization and the adults in the organization.

The Health Professionals student group attended the national HOSA leadership conference. Twenty-seven Falcon High students placed in the top three at the state level, by far the strongest program in the state. One of our teams Adrienne DeBauche, Brianna Schmitt, Emma Nolan and Shane Borah ranked second in the nation in their event.

About 100 students have spent the week at Vista Ridge High School, taking classes like Solar Photography and Messy Science, enjoying stretching themselves and being intellectual athletes for the summer.

We are excited about a new staff member who has a deep background and was GT Educator of the Year in Colorado.

Sand Creek High School teacher Todd Matia and his team of engineering students are competing for a grant to invent technology that solves real-world problems. The team's project is to make water purification technology accessible in third world countries. You may have seen them featured recently in the Gazette!

Five weeks from now we'll have our Stand Up. Speak Out. Concert to end bullying which will kick off our fall season.

Allen: Asked for clarification on progress of policy for employees to file a grievance.

Board discussed this issue and asked for an update from Paul Andersen, Personnel Director.

Anderson: Policy updates have been consistently included in the Human Resources newsletter. A template has been developed to communicate significant policy changes, which provides a summary of the new policy or changes adopted and how those updates impact the employee. This tool will be used to communicate policy updates to all employees. In cases where email isn't available, supervisors will be expected to cover the policy brief with their employees by posting it or handing out copies.

Harold: Please update us next month.

Harold: Does the board want to hold a Candidate Information Workshop?

Board decided to hold the workshop on August 8th before next board meeting at 5:00 – 6:00 p.m.

Wright: Expressed deep appreciation to numerous employees for creating a culture that is adaptive to the needs of the local folks who have a voice in this process.

Hilts: Introduced Cheryl L. Goodyear-DeGeorge, new Principal at Falcon High School.

6.00 Open Forum - None

7.00 Action Items

7.01 POWER Zone 2013 Revised Innovation Plan

It was moved by LaVere-Wright and seconded by Irons to adopt POWER Zone's 2013 Revised Innovation Plan effective upon approval by the State Board of Education.

The Board discussed it's authority on curriculum.

Miller: State level waivers are controlled by the state board and board policy waivers are controlled by you. The board has authority to revoke the plans where contractual agreements have been violated.

LaVere-Wright: There are 2 aspects. There seemed to be an apparent incongruence with the way the state waiver is worded, versus how board waivers are worded. Where the state waiver explicitly said that the authority would rest with a team of teachers, the district board policy waivers stated that the final decision rested with the zone leadership team. I'm concerned about that and which supersedes which.

Pickering: On page 6, 1st section, the 3rd column is delegating authority, and the last column is the implementation level. In state piece, authority is delegated to Power Innovation Zone. Curriculum pieces of local policies are delegated to schools in Power Innovation Zone. There is common terminology amongst the delegation line. It changes on the implementation side. Initial authority of how to set up a process for selecting the curriculum and resources would be led by the zone leaders, principals and teachers. If you want to make a curriculum change in the zone, the vision is that a parent, teacher or administrator can come to the school level innovation committee and propose that change. The authority to create the system is a collaborative effort between the administration, teachers and community.

LaVere-Wright: Concern is that it's explicitly listed differently. I prefer the language for the board policy. The principal and zone leader should have veto power. Operationally most people would use their teachers, but still want to hold the final ability to say yes or no. I believe that a waiver of state statute would trump a waiver of board policy.

Hilts: Where do you see a discrepancy in the delegation column?

LaVere-Wright: It's the replacement plan piece. There can be confusion where there are discrepancies.

Hilts: There is a difference between implementation and delegation. The delegation column is very consistent, which is to delegate authority to the Power Innovation Zone. In our organizational structure the zone is defined and has a leader, so no team of teachers can claim to be the zone. It would be inappropriate for somebody to say this right column trumps the third column because one is delegation of authority and one is a plan. The right side is how are you going to do it, and the 3rd column is who has the authority to determine that you've done it correctly.

Allen: Why can't we hold the CEO accountable?

Miller: I believe that it's split and that the board policies that we control will govern.

Hilts: The purpose of the innovation zone was to push the combination of authority and accountability to our schools. The CEO holds the Zone leader accountable to the plan that you approved.

Hilts: This isn't a district innovation proposal. The innovation act gets down to the level below the school. You can have a program within a school and it would be inappropriate to assign responsibility for a program to that school's principal. You assign it to the person who leads that program. If it's school based, the accountability resides with the school leader, if it's zone based, the accountability resides with the zone leader. Where we decide to ask for a district waiver, then the direct accountability would rest with me.

LaVere-Wright: My concern is that you can say we're just approving the delegation, not the rational replacement plan, but that's not how people in the zones see it. When they voted to request this waiver, it was based on this rational and replacement plan.

Pickering: Is everybody clear about difference between delegation and implementation? Better communication has occurred on the intention of these waivers.

Wright: I am concerned that when people come to the board with an innovation plan, idea or concept, it isn't so scrutinized that it stifles initiative or the ability to take the risk for change.

Allen: Board should continue to scrutinize and look into it so that when parents call, you can say that you looked at it and got the consensus of the entire community.

Harold: When you brought this item forward, we talked about whether this would be a brand new plan over 3 years or an amendment to current plan. The board preferred it be a continuation so there is 3 year time line with appropriate evaluations and accountability.

Pickering: Building leaders and committee members had discussions about that and agreed to go another 2 years.

Wright: What is a good timeframe for innovation plans? Where is data that says 3 years is it?

Hilt: Dr. Pickering's work included program assessment. One of the basic principles of program assessment for annual initiatives is that you need at least 18 months. The first year is non-relevant. What you really measure, if you measure too early, is people's level of resistance to adoption or change, not the innovation. I'm taking our principals, innovation leaders and central office leaders through some work on change leadership, particularly in measuring the configuration of an innovation. The law says we should look at it after 3 years, and that's a reasonable window. Mike has right-justified all of the elements of this innovation plan so that they sunset at the same time. In a normal program assessment mode, we should do a final evaluation for your digestion during the 3rd year. In December or January of the 3rd year we should provide you with aggregated data, including 2 years of state testing data, teacher survey data, and an array of dipstick points to support our request for revocation, extension or to let it expire. The statute is crystal clear. If you're not satisfied that students are making academic progress, you may revoke at any time. You're not bound by any process. That's your ultimate authority. That's the ultimate accountability that rests with me, Mike and the people who work for him.

LaVere-Wright: Do we need anything more specific in the motion about the timeline?

Miller: It's not required in the motion, but in the delivery document. Change the motion to correspond with the earlier approved plan.

LaVere-Wright withdrew the motion.

It was moved by LaVere-Wright and seconded by Irons to adopt to adopt the POWER Zone's 2013 Revised Innovation Plan effective upon approval by the State Board of Education with all waivers expiring at the end of the 2014-15 school year. The motion was put and carried with Allen, aye; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, aye.

7.02 Adoption of Participatory Media Policy GBEE-1 and Regulation GBEE-1-R

It was moved by LaVere-Wright and seconded by Irons to adopt Board of Education Policy GBEE-1 and Regulation GBEE-1-R Participatory Media Use as recommended by the administration. The motion was put and carried with Allen, aye; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, aye.

7.03 Approval of Matters Relating to Job Descriptions

It was moved by LaVere-Wright and seconded by Irons to approve the redefined job descriptions, Zone Operations Administrator and Budget Manager, and new job description, Teacher on Special Assignment (TOSA) – 21st Century Learning and Innovation Specialist positions as recommended by the administration. The motion was put and carried with Allen, aye; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, aye.

7.04 Approval of Board of Education Intent to Participate in 2013 Coordinated Election

It was moved by LaVere-Wright and seconded by Irons to notify the El Paso County Clerk and Recorder that the Board of Education of Falcon School District 49 intends to participate in the 2013 Coordinated Election with director positions. The motion was put and carried with Allen, aye; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, aye.

7.05 Appointment of Designated Election Official

It was moved by LaVere-Wright and seconded by Irons to approve the appointment of Donna Teubner as the Designated Election Official (DEO) for Falcon School District 49 for the 2013 coordinated election. The motion was put and carried with Allen, aye; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, aye.

7.06 Approval of Call for Nominations for School Board Director Candidates

It was moved by LaVere-Wright and seconded by Irons to approve the call for Nominations of School Board Director candidates. The motion was put and carried with Allen, aye; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, aye.

7.07 Approval of Multifunction Printer/Copier Maintenance Agreement and Lease

It was moved by LaVere-Wright and seconded by Irons to approve the Multifunction Printer/Copier Maintenance Agreement and Lease with Gobin's Inc. in the amount of \$130,547.40 for a base term from 07/11/2013 through 06/30/2014.

Irons: Based on business experience, Brett has done a good job of evaluating the contract.

Harold: Hiring a contract manager and procurement person was a great board decision.

The motion was put and carried with Allen, aye; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, aye.

7.08 Approve CASB Recommended Policy Changes

It was moved by LaVere-Wright and seconded by Irons to provisionally approve the revisions to referenced policies as recommended by the administration to meet statutory requirements.

Harold: These policies are recommended changes from CASB due to legislative changes last session, which must be approved prior to the start of school on August 1st. These are provisional adoptions to policies. The proposed policy changes will be on the August 8th agenda to give people time to review them with the final adoption at the September 12th meeting.

Hilts: You're not adopting CASB policy. When statute changes, in order to stay compliant, you revise your policy. For policy JICA, CASB policy requires us to hold student in office all day for a uniform violation on a 2nd offense, but our policy in the same exact circumstance says that a more serious consequence will be administered and a conference shall be held. The revised language is simply redirecting alignment of your policy and the administrative action. There's no change to the substance that is unique to the district, but the policy on right is now compliant with state law and preserves individual local control. I will provide both substantive and compliant recommendations for the August 8th meeting.

The motion was put and carried with Allen, aye; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, aye.

Hilts: Will bring back those revised policies with substantive recommendations because our administrative recommendations don't hold the weight of the statute that we need to comply with. Where there is any impact on students, we will make sure our students know about those changes. Board review at August meeting, with additional discussion at work session.

Harold: Donna, add to August 8th meeting a discussion item which would be the 1st time to look at policies, with discussion at the August work session and board action in September.

8.00 Informational Items

9.00 Discussion Items

9.01 STEM Project Update

Kingsland: Meeting next week to spur conversation for next steps for STEM in our community. We are merging with Colorado Regional Business Alliance which will help further cement relationship. Governor is expected to release his workforce plan next week. Schools should be interested in objective 5, Colorado Career Tech Education and Project Lead the Way and where we will be able to fit into that. Our goals for consortium look to

be the same as what the governor is proposing. We've been collaborating with District 11 to form a great partnership and collaborative relationship. We're hoping to move this to an action item soon.

Harold: Brad, are you asking us to have a motion tonight or asking us to do a directive?

Miller: Let me give you more information first. When we collaborated with another school district to create a BOCES (Board of Cooperative Educational Services) it moved quickly once we determined it would be helpful to education in the area. This consortium is reaching a point which is ripe for opportunity. It could result in a BOCES or some entity that would propel this forward. There are opportunities to take advantage of what the governor is presenting with potential funding. In view of that and knowing that timelines could be quickly upon us, wanted to give the board the opportunity to consider whether it needs to give the chiefs or Dianne a directive. In the coming weeks, we could become involved in negotiations with other school districts or institutions of higher education in connection with how an entity might come together and those negotiations could get pretty sincere.

LaVere-Wright: This motion doesn't form a BOCES but gives them the leeway if they saw an advantageous opportunity to start negotiating. Would that be a benefit for Dianne given the meetings that will be taking place?

Miller: I want the board to be informed about our meetings with another entity.

Harold: We would give you a directive saying that it is okay to explore these opportunities and look into a BOCES.

Miller: That's correct. Wanted you to be aware that negotiations may happen, although we won't get an MOU in place, but we might get sincere negotiations that prepare us for that.

LaVere-Wright: Is there an advantage to you having a formal motion before you walk into the meeting or is this just making us aware of what's going on?

Miller: The latter, but I'm providing the board an opportunity to give direction.

Wright: Would the BOCES or entity enable us to reach out to other districts and regions to be able to collaborate on how those vocational programs are implemented?

Miller: Yes, the idea is to broaden the reach that Falcon alone might not have. If the governor's pronouncement comes with opportunities for funding and we're in a partnership with a local college or school district, that makes us a more attractive target for that funding as opposed to a single school district. We've just expanded our reach and our interaction. This consortium has become recognized, valuable, and very compelling, but there's not an entity around it.

Wright: Is this the first one across the country or is this just in the state?

Miller: There are no BOCES currently designed for this particular type of collaboration in Colorado.

LaVere-Wright: What do you need from us at this point?

Hilts: I would like an affirmative statement or a positive tasking or direction to pursue appropriate partnerships in support of a BOCES related to extending STEM. Simply a direction to pursue partnerships without telling us what outcomes you expect allows me to say to a peer, our board is behind this. It would be to our partnering advantage.

Ridgway: We would like to have positive confirmation rather than passive confirmation. If it's going to be a consensus, we can guide another entity and help them along so we can move fast on this.

Harold: The directive from the board is to ask you to pursue the partnership related to the STEM consortium. Do we have a consensus? All five board members are in favor of this directive.

9.02 Bond Refinancing Opportunity

Ridgway: Mr. Bell will discuss refinancing opportunities that are advantageous for the district. David is involved in the Capital Planning Committee and helped us identify this opportunity that shows our intention to be fiscally responsible and take advantage of opportunities available.

David Bell: This is the first of many conversations we'll have over the next several years regarding the districts existing debt and COPs that are outstanding. Interest rates are at historic lows, but the IRS has rules about how we can refinance municipal bonds. This refinancing opportunity isn't large, but can save your taxpayers a couple hundred thousand dollars over the next several years. The process that Brett and I have started with general obligation bonds needs to close in September. In August the board will need to adopt a delegation resolution, which would allow the issuance of debt, subject to delegating authority to Brett on your behalf. It gives us an opportunity to play the market and time when interest rates are right as opposed to trying to coincide the timing with a board meeting.

Ridgway: Tying back to the Capital Improvement Committee and opportunities down the road to issue additional debts, this is a great opportunity for us to get in the practice of what we need to do with refinancing and additional debt.

10:00 Other Business

10.01 Executive Session

It was moved by LaVere-Wright and seconded by Irons to go into Executive Session pursuant to CRS 24-6-402(4)(d)(b, e, and f) for discussion of personnel matters concerning individual employees re: Falcon Zone – Zone and Building Leaders and 24-6-402(4)(h) discussion of individual students where public disclosure would adversely affect the person or persons involved. The motion was put and carried with Allen, aye; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, aye.

The Board took a ten minute break at 8:22 p.m.

The Board went into Executive Session at 8:38 p.m. with the following people present: President Harold, Vice President Wright, Treasurer LaVere-Wright, Secretary Irons, Director Allen, Peter Hiltz, Chief Education Officer, and Paul Anderson, Personnel Director.

It was moved by LaVere-Wright and seconded by Irons to return to regular session at 9:49 p.m. The motion was put and carried with Allen, aye; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, aye.

11.00 Adjournment

With no further business to be brought before the Board, the regular meeting of the Board of Education adjourned at 9:50 p.m.

Respectfully submitted by Donna Teubner.

Tammy Harold, President

Chuck Irons, Secretary



BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Donna Teubner, Designated Election Official
TITLE OF AGENDA ITEM:	Approval of Intergovernmental Agreement between District 49 and El Paso County Clerk and Recorder for the November 2013 Election
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: In order to include Falcon School District Director positions on the November 5, 2013 Colorado Coordinated Election, the district must enter into an intergovernmental agreement with the El Paso County Board of Commissioners, the El Paso County Clerk and Recorder, and the State of Colorado.

The estimated costs for District 49 for the November 5, 2013 election are \$_____.00.

RATIONALE:

Pros – Participating in a coordinated election with El Paso County will keep the district's election expenses as low as possible. The agreement specifically delineates the responsibilities of the county and those of the district.

Cons – Not participating in a coordinated election with El Paso County will result in increased cost for the district to have this election.

RELEVANT DATA AND EXPECTED OUTCOMES: The estimated costs for District 49 for the November 5, 2013 election are \$_____.00.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	<u>X</u>
Parent/Community Engagement	<u>X</u>	Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes X No ____ **AMOUNT BUDGETED:**

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the intergovernmental agreement between Falcon School District #49 and the El Paso County Board of Commissioners, the El Paso County Clerk and Recorder, and the State of Colorado as presented and to adopt the attached resolution stating that the Jurisdiction (Falcon School District 49) agrees to the terms and conditions of the Intergovernmental Agreement.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: August 3, 2013



BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Approval of Athletic/Academic Fees (Student Fee Structure) for 2013-14
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Due to increasing pressures on school district budgets over the last several years, student academic and athletic participation fees have become a necessary evil. Much of the funds tracked in Fund 74 for each school are related to the receipt and subsequent related spend of these monies. It is necessary and appropriate for the Board of Education to consider and validate the Administration's and individual school's request for this type of supplementary funding to support the educational program of the district.

RATIONALE: We have been moving down a path for the last couple of years that increases transparency and brings greater specificity to what fees are being charged for. This has led and will continue to lead to greater differentiation in fee structures. Up for consideration is a set of requested changes to the Vista Ridge High School Fee sheet.

RELEVANT DATA AND EXPECTED OUTCOMES: The fee changes proposed are intended to provide appropriate supplementary funding to the programs involved. What is requested here is a set of changes to the Vista Ridge High School academic fees for the current school year. This change is a starting point of many changes to come as we increase the precision of the fee structure in all schools.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes ___ No **X**

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the changes to the Vista Ridge High School Fee sheet as requested by school administration.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: August 2, 2013



BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Adopt Delegation Resolutions for Bond Refinancing
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Falcon School District's Long Term Liabilities as of the last official audit totaled \$129,772,842. The largest portions of that total include Bond Issues Outstanding for \$41,085,000 and Certificates of Participation totaling \$84,215,000. For clarity and simplicity, these two forms of debt instruments can be considered as one and the same. It is always prudent in a school district setting to monitor the bond redemption schedule and watch for opportunities to refinance the principal at a lower rate to save the district money which also, of course, benefits the constituents by extension.

RATIONALE: Opportunities for refinance are dependent on the bond redemption schedule – i.e. when certain portions of the bond principal are to be repaid, and the rate environment in the bond market. Falcon's Finance Department, along with Bond Underwriting advisor, Stifel Nicolaus & Company, monitor these variables to watch for a potential opportunity to refinance. Both groups believe that there is an opportunity on the horizon and are recommending Falcon School District pursue that in the coming months.

RELEVANT DATA AND EXPECTED OUTCOMES: The portion of bond outstandings that is to be considered is a relatively small share valued at \$3.5mm, that is from a 2002 issue that refinanced a 1996 capital bond issue. The proposal would not extend the repayment term, simply refinance for the same term and save some interest expense along the way. Due to this being a relatively small principal amount, the anticipated savings are not huge, but we feel any opportunity to save funds and demonstrate sound financial principals is worth pursuing.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes ☐ No **X**

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the resolution authorizing the issuance by Falcon School District No. 49, Of its general obligation refunding bonds, series 2013, in the aggregate principal amount not to exceed \$3,505,000, providing for the levy of ad valorem taxes for the payment of such bonds; providing the form of such bonds and other details with respect to such bonds and the payment thereof; approving other documents relating to such bonds and the payment thereof; approving other documents relating to such bonds; allowing for the President of the Board, the District's Chief Education Officer or the Chief Business Officer to execute the sale certificate, and providing the effective date of this resolution.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: August 1, 2013



BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Monica Deines-Henderson, Director of Nutrition Services
TITLE OF AGENDA ITEM:	Planned maintenance agreement covering 2013-2014 year for kitchen equipment maintenance/repair between Falcon School District and Restaurant Equipment (RE)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Planned maintenance agreement approval for maintenance and repairs on kitchen equipment operated by the Nutrition department throughout the district.

RATIONALE:

Pros –

- Planned maintenance on District's equipment allows for optimum functioning of the equipment and extends the units lifespan.
- Having an agreement in place that states the response time for emergencies along with a discounted labor rate.
- Knowledgeable repairmen for all types of restaurant equipment
- History of equipment repairs on file

Cons –

- Without a planned maintenance agreement in place that covers upkeep, response time, labor rates, mark-up on parts the Department would be at the mercy of the market place.
- Potential loss of equipment or product due to poor response time or repairs.

RELEVANT DATA AND EXPECTED OUTCOMES:

Cost would be \$11,876.80 for planned maintenance on 354 different pieces of equipment.

Repair and labor fees on equipment failures are dictated by the amount and type of equipment failures.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness			

FUNDING REQUIRED: Yes X No

AMOUNT BUDGETED: \$11,876.80

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the Planned Maintenance Agreement between Falcon School District and Restaurant Equipment Service Incorporated from July 1, 2013 through June 30, 2014.

APPROVED BY: Jack Bay

DATE: August 8, 2013



BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Administrative Salary Schedule Alignment with Approved Budget
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Falcon School District 49 has four distinct salary schedules; one each for Certified Staff, Administrative Staff, Professional/Technical Staff, and Classified Staff. The approved budget for 2013-14 was passed in June 2013 with the intention of providing an approximate 2% pay increase for all eligible employees. As part of that process, the Classified Salary Schedule was modified to enable that change. However, the Administrative Schedule was not. We simply need to adopt a schedule that is consistent with the budget intentions and will allow Human Resources and the Budget Office to implement the budget intentions effectively.

RATIONALE: The Administrative Salary Schedule requires a change in base variables to enact a desired change rather than simply advancing all employees on this schedule by one step.

RELEVANT DATA AND EXPECTED OUTCOMES: This action is requested only to enact the budget assumptions passed for 2013-14. No other outcome is expected or anticipated.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	X
Operational Efficiency and System Effectiveness	X		

FUNDING REQUIRED: Yes Consistent with Budget No **AMOUNT BUDGETED:**

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the Administrative Salary Schedule as recommended by the Administration.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: July 29, 2013



BOARD OF EDUCATION AGENDA ITEM 7.06

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Steve Axford, Director of Special Services
TITLE OF AGENDA ITEM:	Pikes Peak BOCES Contracts
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Pikes Peak Board of Cooperative Educational Services (BOCES) is utilized by Falcon School District 49 for providing a number of mandated special education services. These services are delineated in three contracts: 1) the first of these is for \$641,550.00, related to Visually Impaired Program, Deaf and Hard of Hearing Program, Audiology, and Speech-Language Pathology services; the second contract (\$151,200.00) is for six student slots at the Pikes Peak Pathways Program, providing day-treatment type services related to emotional and behavioral disabilities; and the third contract, budgeted for three student slots (\$121,500.00), is for the Liberty Program, serving students who are dual diagnosed (developmentally and emotionally disabled). Student slots that are not used for the Liberty Program will result in a credit.

RATIONALE: These are federally (IDEIA) and state (ECEA) required Special Education services. The Pathways Program and Liberty Program services are for out-of-district placements requiring more intensive intervention. Contracting these services through the Pikes Peak BOCES is more cost effective than contracting the services through other agencies.

RELEVANT DATA AND EXPECTED OUTCOMES:

Itinerant Services Contract: \$641,550.00
Pathways Program Contract: \$151,200.00
Liberty Program Contract: \$121,500.00

Purchasing these services will ensure students with special needs will be appropriately supported. This is also needed for regulatory compliance. Please see attached contracts.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes X No [Click here to enter text.](#) **AMOUNT BUDGETED:** \$914,200.00

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached contracts between Falcon School District 49 and Pikes Peak BOCES School of Excellence/Pikes Peak Pathways in the amount of \$151,200.00, Pikes Peak BOCES in the amount of \$641,550.00 and Pikes Peak BOCES School of Excellence/Liberty Program in the amount of \$121,500.00 beginning August 2013 and ending June 2014.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: July 24, 2013



BOARD OF EDUCATION AGENDA ITEM 7.07

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Amber Whetstine
TITLE OF AGENDA ITEM:	2013-2014 District Calendar
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The 2013-2014 Revised District Calendar was approved by the Board in December 2012. An error was found in the information that was submitted to the Board. This error impacts December 23rd which was originally scheduled as a staff work day (non-student day). When submitted in the Board packet, this day was designated as a day when the District is closed. This error was also found on the POWER zone calendar and is being revised.

RATIONALE: A revision to amend this error is required to bring our District into compliance with the allotted number of Closed District Days by Board policy. This change only impacts those District employees who are required to work year-round and does not impact District teachers, parents or students.

RELEVANT DATA AND EXPECTED OUTCOMES: The requested revision will change December 23, 2013 from a District Closed Day to an employee work day with no students in session.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	X
Operational Efficiency and System Effectiveness	X		

FUNDING REQUIRED: Yes ☐ No ☒ **AMOUNT BUDGETED:** N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I approve the requested revision to the 2013-2014 District Calendar as recommended by the administration.

APPROVED BY: Peter Hilts, CEO

DATE: July 24, 2013



BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Jack W. Bay Chief Operations Officer
TITLE OF AGENDA ITEM:	Facilities Operations and Maintenance Update for the 2013-2014 year
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: As we start the fiscal 2013-2014, the Chief Operations Officer desires to provide the Board of Education an operational update in the areas of Transportation, Nutrition Services as well as Facilities-Grounds-Maintenance. The expectation is to provide key information regarding changes or issues in each area that may impact the students or staff in the upcoming school year.

RATIONALE: In order to keep the Board of Education up to date in the activities associated with the Facilities, Operations and Maintenance Departments, the Transportation and Nutrition Services Directors will provide an update regarding operations for the 2013-2014 school year in their respective departments. In the other areas of facilities, operations and maintenance, the COO will provide an overview of the operational focus of for each of the Facilities, Grounds and Maintenance Departments, discuss the shift in the direction of the entire department from a reactionary process to a proactive approach, provide the initial dash board report for the 2013-2014 fiscal year as well as how it will be used to provide accountability for the department and identify potential operational savings that could be derived in each department

RELEVANT DATA AND EXPECTED OUTCOMES: The COO will provide an overview of the changes that have impacted the facilities, operations and maintenance team in recent history. The COO will also provide a preliminary analysis reflecting potential cost savings that may be generated by the district. As part of this presentation, an energy savings report will be provided as information for a potential money savings project along with other potential utility savings measures that can be implemented if funds are available. The Transportation Director and the Nutrition Services Director will provide a presentation regarding the various fees that will be charged in the 2013-2014 school year for various services as well as an update on the overall activities of their respective departments. Through these presentations the COO anticipates each board member will have a greater insight regarding the overall operations of the Facilities, Operations and Maintenance Departments.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	<u>x</u>
Parent/Community Engagement	<u>x</u>	Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness	<u>x</u>		

FUNDING REQUIRED: Yes No x

AMOUNT BUDGETED: not applicable

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: none

APPROVED BY: Jack W. Bay Chief Operations Officer

DATE: July 26, 2013



BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Monty Lammers
TITLE OF AGENDA ITEM:	Falcon Zone Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Falcon Zone would like to give the board information on the exciting happenings with some of its schools and programs and how they are impacting the Falcon Community.

RATIONALE: This update is to communicate and share with the board the amazing things that are happening in the Falcon Zone with its schools and programs and how they are positively impacting the community.

RELEVANT DATA AND EXPECTED OUTCOMES:

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	<u>X</u>
Parent/Community Engagement	<u>X</u>	Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes ___ No X

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: August 2, 2013



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	August 8, 2013
PREPARED BY:	Peter Hilts
TITLE OF AGENDA ITEM:	Discussion of Recommended Revisions to Policies: <ul style="list-style-type: none"> • JIC, Student Conduct; • JICA, Student Dress Code; • JICC, Student conduct in School Vehicles; • JICDA, Code of Conduct; • JICDD, Violent and Aggressive Behavior; • JICH and regulation JICH-R, Drug and Alcohol Involvement by Students; • JICI, Weapons in School; • JIH, Student Interviews, Interrogations, Searches and Arrests; • JK and regulation JK-R, Student Discipline; • JKBA and JKBA-R, Disciplinary Removal from Classroom; • JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions); • JKG, Expulsion Prevention; and • JS, Student Use of the Internet and Electronic Communications
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Policy revisions recommended by CASB and administration to comply with Colorado HB 12-1345 which obligates school districts to ensure they have uniform, fair and consistent conduct and discipline policies in place.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	<u>X</u>
Parent/Community Engagement		Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes ___ No X

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to add policy revisions listed in agenda item 9.01, as recommended by administration and amended in this discussion, to an action item at the next regular board meeting.

APPROVED BY: Peter Hilts, CEO

DATE: August 2, 2013



Title	Student Conduct
Designation	JIC

It is the intention of the Board of Education that the District 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 Board in accordance with ~~applicable state law~~ **has adopted** ~~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~~ emphasizes 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 Board-adopted policies and Board-approved regulations containing the letters "JIC" in the file name **constitute** ~~shall be considered as constituting~~ the conduct section of the legally-required code.

The Board shall consult with parents/guardians, students, teachers, administrators, and other community members in the development **and review** 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 Chief Education Officer/Innovation Leaders or designee shall arrange to have~~ The conduct and discipline code **shall be provided** ~~distributed~~ to each student **upon enrollment** in elementary, middle, and high school ~~and each new student in the District~~. The Chief Education Officer/Innovation Leaders shall ~~ensure~~ **take** reasonable measures ~~are taken~~ to ensure each student is familiar with the code. Copies shall be posted or kept on file in each school of the District and posted on the District web site. In addition, any significant change in the code shall be **provided** ~~distributed~~ to each students 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 **district school** property, and the rights and welfare of other students **and staff**. 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~~ **and discipline code**.

- Adopted: May 19, 1994
- Revised: August 10, 2000
- Revised: August 12, 2010
- Revised: October 27, 2011
- Revised: July 27, 2012
- **Revised: September 12, 2013**

LEGAL REFS:

- **C.R.S. 22-11-302 (1)(f) (*district accountability committee shall provide input to the board regarding the creation and enforcement of the conduct and discipline code*)**
- C.R.S. 22-32-109.1 (2) (*policy required as part of safe schools plan*)



- C.R.S. 22-32-109.1 (2)(a) (*school district shall take reasonable measures to familiarize students with the conduct and discipline code*)
- C.R.S. 22-33-106 (1)(a-g) (*grounds for suspension, expulsion, and denial of admission*)

CROSS REFS:

- GBGB, Staff Personal Security and Safety JIC subcodes (all pertain to student conduct)
- JK, Student Discipline, and subcodes

Title	Student Dress Code
Designation	JICA

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board of Education 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.

If the student cannot promptly obtain appropriate clothing on the first offense, an administrator shall request the student change into loaned clothing, if available, and notify the student's parent/guardian. On the second offense a more serious consequence will be administered, and a conference with the parent/guardian shall be held. On the third offense, parents will be contacted, and the student may be subject to suspension or other disciplinary action **in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.** ~~as outlined in the school discipline code.~~ Classes missed as a result of clothing related offenses are considered excused, however, the student may be required to make up class time missed.

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, hats, or scarves (do-rags) on the head 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, chest, and breasts, or permits undergarments to be exposed
4. Tank tops or other similar clothing with straps narrower than 2 inches in width
5. "Sagging" pants and/or wallet chains.
6. 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 that 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



- Create a safety hazard for the student or others
- Otherwise disrupt the teaching-learning process

Exceptions

The district respects the diversity of its students. Administration may make exceptions to this policy based on religious or medical grounds.

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

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

- Adopted: November 3, 1977
- Rescinded: January 2, 1985
- Re-adopted: date of manual revision
- Revised: May 19, 1994
- Revised: September 7, 2000
- Revised: July 8, 2010
- Revised: July 21, 2011
- Revised: July 27, 2012
- **Revised: September 12, 2013**

LEGAL REFS:

- C.R.S. 22-32-109.1 (2)(a)(I)(J) (*boards duty to adopt student dress code*)

CROSS REFS:

- IMDB, Flag Displays
- JBB, Sexual Harassment
- JIC, Student Conduct
- JICDA, Code of Conduct
- JICF, Secret Societies/Gang Activities
- JICH, Drug and Alcohol **Involvement** Use by Students
- JICI, Weapons in School
- JK, Student Discipline
- JKD/JKE, Suspension/Expulsion of Students



Title	Student Conduct on Buses
Designation	JICC (EEAEC/JICC)

The privilege of riding a school bus is contingent upon paying a fee. Students are also required to exhibit good behavior and observance of the student code of conduct and established regulations at bus stops and on board buses.

The driver of a school bus shall be responsible for the 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 Director of Transportation or designee and the principal of the school involved if any student persists in violating the established rules of conduct. Students are required to pay the fee while suspended from the bus.

After due warning has been given to the student and to parents/guardians, the bus driver may withhold from the student the privilege of riding the school bus. All efforts will be made to work with the Transportation Student Management Liaison and the school. The student may also 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 ~~rules regulations~~ or conduct detrimental to the safe operation of the bus.

- Adopted: November 3, 1977
- Adopted: May 17, 1984
- Revised: October 12, 1989
- Revised to conform with practice: date of manual revision
- Revised: May 19, 1994
- Revised: March 4, 1999
- Revised: August 10, 2000
- Revised: September 7, 2000
- Revised: May 13, 2010
- Revised: Temporary Revision: August 11, 2011
- Revised: August 24, 2011
- **Revised: September 12, 2013**

LEGAL REFS:

- C.R.S. 22-32-109.1 (a)(I)(b) (*discipline code to address conduct on school vehicles*)
- C.R.S. 42-1-102 (88.5) (*definition of school vehicle which includes a school bus*)

CROSS REFS:

- JIC, Student Conduct and subcodes
- JK, Student Discipline



Title	Code of Conduct
Designation	JICDA

In accordance with applicable law and Board policy concerning student suspensions, expulsions and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student who engages in one or more of the following specific activities while in school buildings, on school grounds, in school vehicles, or during a school-sponsored or district-sponsored activity or event and off ~~district school~~ property when the conduct has nexus to school or any district curricular or non-curricular event.

[REVISION NOTE: THE FOLLOWING LIST IS REORDERED TO CONFORM WITH THE CASB SAMPLE POLICY TO FACILITATE COMPARISON AND FUTURE REVISIONS. NUMBERING REVISIONS ARE INDICATED WITH A DOUBLE UNDERLINE OF THE FIRST WORD.]

1. Causing or attempting to cause damage to ~~district school~~ property or stealing or attempting to steal ~~district school~~ property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. **Willful destruction or defacing of district property.**
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. 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.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, **either orally or in writing** or derogatory statements addressed publicly to **an individual or a group** ~~others~~ that precipitate disruption of the school program or incite violence.
7. 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.
8. Violation of the district's policy on bullying prevention and education.
9. Violation of criminal law which has an ~~immediate~~ effect on the ~~district school~~ or on the general safety or welfare of students or staff.
10. Violation of **any Board** ~~district's~~ policy or building regulations.
11. Violation of the district's policy on weapons in the schools. Expulsion shall be mandatory for using or possessing a firearm in accordance with state law.
12. Violation of the **Board's** ~~district's alcohol use/drug abuse~~ policy on student conduct involving drugs and alcohol.
13. Violation of the **Board's** ~~district's~~ violent and aggressive behavior policy.
14. Violation of the **Board's** ~~district's~~ tobacco-free schools policy.
15. Violation of the **Board's** ~~district's~~ **policies prohibiting** ~~on~~ sexual or other harassment.
16. Violation of the **Board's** ~~district's~~ policy on nondiscrimination.
17. Violation of the **Board's** ~~district's~~ dress code policy.
18. Violation of the **Board's** policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can **or do** cause bodily injury or damage to property.
20. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or ~~others visitors to the school~~.
21. Lying or giving false information, either verbally or in writing, to a ~~district school~~ employee.
22. **Engaging in** scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.



23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property ~~that which~~ is detrimental to the welfare, safety, or morals of other students or school personnel, **including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.**
25. Repeated interference with the ~~district's school's~~ ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority, including deliberate refusal to obey a member of the ~~district school~~ staff.

This is not an all-inclusive list of things that a student can be suspended or expelled for.

- Adopted: May 19, 1994
- Revised: August 3, 1998
- Revised: September 3, 1998
- Revised: September 2, 1999
- Revised: August 14, 2003 (emergency)
- Revised: September 4, 2003
- Revised: July 8, 2010
- Revised: July 21, 2011
- Revised: July 27, 2012
- **Revised: September 12, 2013**

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)(l) (duty to adopt policies on student conduct, safety and welfare)
- C.R.S. 22-32-109.1(2)(a)(I) (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-g) (grounds for suspension, expulsion, denial of admission)

CROSS REFS:

- AC, Nondiscrimination/Equal Opportunity
- ADC, Tobacco-Free Schools
- ADD, Safe Schools
- ECAC, Vandalism
- GBGB, Staff Personal Security and Safety
- JBB*, Sexual Harassment
- JIC, Student Conduct, and subcodes
- JICC, Student Conduct on School Buses



- JICDD*, Violent and Aggressive Behavior
- JICDE*, Bullying Prevention and Education
- JICF, Secret Societies/Gang Activity
- JICH, Drug and Alcohol Use by Students
- JICI, Weapons in School
- JK, Student Discipline, and subcodes
- JKD/JKE, Suspension/Expulsion of Students

*NOTE: All Board policies with codes containing the letter “JIC” **and** “JK” are considered part of the legally mandated code of conduct and discipline.*

Title	Violent and Aggressive Behavior
Designation	JICDD

The Board of Education 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 taken by the district.

As appropriate and in accordance with applicable law, 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 ~~may shall~~ receive appropriate intervention designed to address the problem behavior. ~~The Board 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 district administration when appropriate. The immediate involvement of the **student's** 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 **dangerous** weapon as described in the **Board's District's** weapons policy.
2. Physical assault. The act of striking or touching a person or a 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, 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. As described in the **Board's District's** policy on bullying prevention and education.
7. Gang activity as described in the **Board's District's** secret societies/gang activity policy.
8. Sexual harassment **or other forms of harassment** as described in the **Board's District's** sexual harassment policy **and nondiscrimination policy**.
9. Stalking. The persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
10. Defiance. A serious act or instance of defying or opposing legitimate authority.
11. Discriminatory slurs. Insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national origin, disability or need for special education services.
12. Vandalism. Damaging or defacing property owned by or in the rightful possession of another.
13. Terrorism. A threat to commit violence communicated with the intent to terrorize, or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.



- Adopted: July 12, 2001
- Revised: April 28, 2010
- Revised: July 21, 2011
- **Revised: September 12, 2013**

LEGAL REFS:

- C.R.S. 22-32-109.1 (1)(b) (definition of bullying)

CROSS REFS:

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

Title	Drug and Alcohol <u>Involvement</u> Use by Students
Designation	JICH

Falcon School District #49 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 Board of Education policy and considered to be behavior which is detrimental to the welfare or safety of themselves, 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. Students violating this policy shall be subject to disciplinary action.

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 another controlled substances as defined in law, or any prescription or nonprescription drug, medicine, vitamin, or other chemical substances not taken in accordance with the Board 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 potential 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.

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 Board, 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 that 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.

Drug and Steroid Use in Athletics

No student athlete shall use or distribute alcohol, drugs, or tobacco products while eligible to participate in athletics. This policy shall be in effect when a student athlete begins participation and shall remain in force for the duration of an athlete's competitive time in the District. The penalties for violation of this policy shall be



established and shall be in addition to any penalties imposed for violation of District-wide Board policies regarding use of drugs, alcohol or tobacco.

The District shall provide all students/ and parents/guardians a copy of this policy and its accompanying procedures on an annual basis in the Student Conduct and Discipline Code Book. The Student Conduct and Discipline Code Book is also available on the District web site, www.d49.org. Books will be distributed at the beginning of each school year.

- Adopted: January 23, 1986
- Revised: May 19, 1994
- Revised: August 10, 2000
- Revised: July 26, 2005
- Reviewed: March 24, 2010
- Revised: July 8, 2010
- Revised: July 27, 2012
- **Revised: September 12, 2013**

LEGAL REFS:

- 20 U.S.C. §3221 (defines drug abuse education and prevention)
- 20 U.S.C. §7116 (Safe & Drug-Free Schools and Communities Act of 1994)
- C.R.S. 18-18-102 (5) (definition of “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)(I)(G) (policy required as part of safe schools plan)
- C.R.S. 22-33-106 (1)(d) (suspension or expulsion discretionary for the sale of a drug or controlled substance)

CROSS REFS:

- IHAMA, Teaching about Drugs, Alcohol and Tobacco
- JIH, Student Interrogations, Searches, and Arrests
- JKD/JKE, Suspension/Expulsion of Students
- JLCD, Administering Medicines to Students

Title	Drug and Alcohol <u>Involvement</u> Use by Students
Designation	JICH-R

In accordance with the accompanying policy, the following procedures are established for disciplining students for alcohol- or drug-related misconduct.

Definitions

Controlled substance “Controlled substance” means a drug, substance, or an immediate precursor included in Schedules I through V of C.R.S. 18-18-203 through 207, including but not limited to the following:

Schedules I and II:	cocaine, codeine, heroin, LSD, morphine, marijuana, opiate derivatives, amphetamines (non-prescription), methamphetamines (speed, crack, meth, go-fast)
Schedules III and IV:	anabolic steroids, prescription drugs (without a prescription), illegally obtained prescription drugs with limited physical dependency
Schedule V:	Substances with low potential for abuse

Drugs “Drugs” include, but are not limited to, narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, and any other controlled substances as defined in state law. Drugs also include counterfeit drugs and substances falsely represented as being drugs.

Illegal drugs “Illegal drugs” are all drugs not defined herein as legal drugs.

Legal drugs “Legal drugs” are defined as over-the-counter and prescription drugs, including vitamins and other dietary supplements that are properly possessed and used by the person for whom they are intended in accordance with Board policy and regulations.

Possession To “possess” or to “be in possession” means to have alcohol, drugs (an amount sufficient to test without destroying the same), other controlled substances and/or drug paraphernalia on one’s person or in one’s personal property, automobile, or other vehicle, or in one’s locker, desk, or other school-provided storage area.

Purchasing, selling, sale The words “purchasing,” “selling,” and “sale” refer to a student’s involvement in the exchange of drugs, legal or illegal, or alcohol for anything of value, including but not limited to money, commodities, or services. There need be no use or intent to use the drugs or alcohol involved in the sale.

Under the influence Being “under the influence” means when a student’s comportment, behavior, condition, speech, or appearance is affected by or evinces prior use of alcohol, drugs, or other controlled substances, or there is a detectable level of alcohol, drugs, or controlled substances in the student’s blood or urine.

Use, possession, and/or purchase

1. When a student is suspected of use, possession, and/or purchase, 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 Board 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 will remain under observation.
3. Students who possess alcohol, drugs, other controlled substances, or drug-containing paraphernalia in violation of Board policy will be handled in the following manner:
 - a A staff member who comes in contact with evidence and/or contraband must notify the principal or designee immediately.
 - b A staff member who has reasonable suspicion to believe that a student possesses alcohol, any controlled substance, or drug-containing paraphernalia in violation of Board 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.
 - c The principal or designee will attempt to obtain evidence by requesting it directly from the student or through search procedures as outlined in Board policy.
 - d 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 secured.
 - e The principal or designee will call appropriate law enforcement officials in each instance of possession or sale of controlled substances by a student. A mutual decision will be made as to retention of the contraband by the school or testing by the authorities.
 - f When there is evidence of a student possessing illegal drugs, the student will be suspended and the parent/guardian notified.
4. The possession, use, distribution, sale, or purchase of marijuana (in excess of one ounce) or of any amount of any other Schedule I or Schedule II controlled substance or paraphernalia for any Schedule I or II controlled substance shall be grounds for mandatory suspension and expulsion from school and school related activities for up to one calendar school year. In addition, school personnel shall file charges against the student with appropriate law enforcement officials.

First offense for use, possession, and/or purchase of alcohol, marijuana (of not more than one ounce), or any amount of Schedule III, IV, or V controlled substance; the use, possession, distribution, and/or purchase of drug paraphernalia for Schedule III, IV, or V controlled substance:

1. The student will receive three (3) to five (5) days out-of-school suspension for the first offense within any three-year period, and a parent/guardian conference will be scheduled prior to readmission.
2. Parent/guardian and student will be provided information concerning voluntary drug and alcohol treatment programs.
3. The principal or designee will attempt to develop a remedial discipline plan with the parent/guardian and the student 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, possession, and/or purchase of alcohol, marijuana (of not more than one ounce), or any amount of Schedule III, IV, or V controlled substance; or drug paraphernalia for Schedule III, IV, or V controlled substances:

1. The student shall be suspended from school for ten days upon the second offense within any three-year period.
2. Parent/guardian and student will be provided information concerning voluntary drug and alcohol treatment programs.
3. With the parent/guardian and the student, the principal or designee will attempt to update the remedial discipline plan drafted after the first offense.

Third offense for use, possession, and/or purchase of alcohol, marijuana (of not more than one ounce), or any amount of Schedule III, IV, or V controlled substance; or drug paraphernalia for Schedule III, IV, or V controlled substances:

1. **District or school administrators will recommend** the student ~~will be recommended~~ for expulsion.
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 readmission to school.
3. **District or school administrators will notify** appropriate law enforcement. ~~officials will be notified.~~

Distribution

Students who sell, give, or exchange alcohol, drugs, other controlled substances, or drug-containing paraphernalia in violation of Board 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 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 Board policy.
3. Any student who distributes, trades, exchanges, or sells Schedule I or II controlled substances or marijuana (more than one ounce) shall be expelled for up to one calendar year.
4. Information concerning voluntary drug or alcohol counseling or treatment programs will be given to the student and the parent/guardian.
5. Any student who distributes Schedule III controlled substances shall be expelled for one calendar year.
6. Distribution or sale of Schedule IV or V controlled substances shall be grounds for suspension and optional expulsion, depending on the nature of the violation.
7. **District or school administrators will notify** appropriate law enforcement. ~~officials will be notified.~~

Use, possession, distribution, and/or purchase of drug paraphernalia

First offense: Student shall be suspended for five (5) days; building administrators shall develop a remedial discipline plan with the student and provide student and parents/guardian with information on drug counseling and treatment.

Second offense: Student shall be expelled for up to one calendar year, but if student provides verification that he/she is receiving drug counseling or treatment, the student may be allowed to re-enroll after one semester of expulsion, but the remainder of the expulsion period, if any, will remain in effect and may be imposed in the event of future infractions.

These procedures will supplement and complement authority conferred elsewhere by Board policy and will not be deemed to limit or suspend such other authority.

Drug and Steroid Use in Athletics

No student athlete shall use or distribute alcohol, drugs, or tobacco products while eligible to participate in athletics. This policy shall be in effect when a student athlete begins participation and shall remain in force for the duration of an athlete's competitive time in the District.

The penalties for violation of this policy shall be as follows and shall be in addition to any penalties imposed for violation of District-wide Board policies regarding use of drugs, alcohol, or tobacco.

First offense



The student athlete shall be removed from competition for nine (9) days. During that time, the student athlete shall remain with the team in practice and contests but shall not play in a contest.

Parents shall be involved at this stage to help the student athlete change his/her behavior to conform to the policy.

Second offense

The student athlete shall be suspended from athletic participation for one calendar year.

The student athlete and his/her parents may petition the activities director for reinstatement if the student athlete has successfully completed a drug, alcohol, or tobacco rehabilitation program.

Third offense

The student athlete shall be denied the privilege of participating in interscholastic competition for the remainder of his/her career in Falcon School District.

No appeals shall be allowed and there shall be no pardon.

- Approved: September 10, 1987
- Revised: May 19, 1994
- Revised: August 10, 2000 (emergency approval)
- Revised: July 26, 2005
- Reviewed: March 24, 2010
- Revised: July 8, 2010
- **Revised: September 12, 2013**

Title	Weapons in School
Designation	JICI

The Board of Education determines that ~~student~~ possession ~~and/or use~~ **and/or threatened use** of a weapon ~~by students~~ is detrimental to the welfare and safety of the students and school personnel within the district.

Dangerous weapons

~~Carrying, bringing, or~~ Using, or possessing **or threatening to use** a dangerous weapon on district property, when being transported in vehicles dispatched by the district or one of its schools during any school sponsored or district sponsored activity or event and off district property when the conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or the 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.

As used in this policy, “dangerous weapon” means:

- ~~A firearm, whether loaded or unloaded~~
- Any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air
- A fixed-blade knife with a blade that ~~exceeds measures longer than~~ three inches in length or a spring-loaded knife or a pocket knife with a blade ~~exceeding longer than~~ three and one-half inches **in length**
- 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

~~The Principal may initiate expulsion proceedings for students who carry, bring, use or possess a dangerous weapon in violation of this policy.~~

Students who use, possess or threaten to use a dangerous weapon in violation of this policy shall be subject to disciplinary action, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

In accordance with federal law, expulsion shall be mandatory for no less than one full calendar year for a student who is determined to have brought a firearm to or possessed a firearm at school in violation of this policy. The Chief Education Officer or designee may modify the length of this federal requirement for expulsion on a case-by-case basis.

Firearm facsimiles

Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on district property, when being transported in vehicles dispatched by the district or one of its schools during a school sponsored or district sponsored activity or event, and off district property when such conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or district is prohibited. Students who violate this policy provision may be subject to disciplinary action including but not limited to suspension and/or expulsion, **in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.**



A student may seek prior authorization from the building principal to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on District property for purposes of a school-related activity. A student's failure to obtain such prior authorization is a violation of this policy provision and may result in disciplinary action, including but not limited to suspension and/or expulsion, **in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.** The principal's decision to deny or permit a student to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property shall be final.

School administrators shall consider violations of this policy provision on a case by case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

Local restrictions

The Board determines that extra precautions are important and necessary to provide for student safety. Therefore, using, possessing **or threatening to use** 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 **of the school or school district** is prohibited. Students who violate this policy **provision** shall be **subject to** ~~referred for appropriate~~ disciplinary proceedings, **including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.**

Recordkeeping

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.

Referral to law enforcement

In accordance with applicable law, school personnel shall refer any student who brings a firearm or weapon to school without authorization of the school or the district to law enforcement.

- Adopted: May 19, 1994
- Revised: April 20, 1995
- Revised: July 20, 1995
- Revised: September 2, 1999
- Reviewed: August 10, 2000
- Revised: July 8, 2010
- Revised: June 30, 2011
- Revised: July 27, 2012
- **Revised: September 12, 2013**

LEGAL REF:

- 18 U.S.C. §921 (a)(3) (*federal definition of "firearm"*)
- 20 U.S.C. §8921 *et seq.* (*Gun-free Schools Act*)



- 20 U.S.C. §7151 (h) *(requiring schools to have policies requiring referral to law enforcement)*
- ~~C.R.S. 18-1-901 (3)(h) *(state law definition of "firearm")*~~
- C.R.S. 22-32-109.1 (2)(a)(I)(G) *(policy required as part of safe schools plan)*
- C.R.S. 22-33-102 (4) *(definition of dangerous weapon)*
- C.R.S. 22-33-106 (1) *(grounds for suspension, expulsion, and denial of admission)*
- C.R.S. 22-33-106 (1)(f) *(must adopt policy regarding firearm facsimiles)*

CROSS REF:

- JK-2, Discipline of Students with Disabilities
- JKD/JKE, Suspension/Expulsion of Students
- KFA, Public Conduct on School Property

NOTE: As a condition of receiving federal funds the school district is required to expel for one calendar year students who bring firearms to school. The district is required to include a description of the circumstances surrounding these expulsions, the name of the school concerned, the number of students expelled and the types of weapons.

The language allowing the Chief Education Officer Superintendent to modify the length of expulsion on a case-by-case basis is intended to permit the district to discipline students with disabilities and maintain eligibility for federal financial assistance. It is important to note that federal law requires that educational services must continue although they may be provided in another setting for students with disabilities who are properly expelled.

Title	Student Interviews and Searches
Designation	JIH

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 upon reasonable suspicion to search the person and/or the personal property of the student and to seize any property or contraband deemed injurious or detrimental to the safety and welfare of students and staff.

Definitions

1. "Reasonable suspicion" is the standard for a search on district property or at school activities carried out by school authorities. Reasonable suspicion should be based on facts provided by a reliable informant or personal observation which cause the school official to believe, based on their own personal experience, that search of a particular person, place, or thing would lead to the discovery of evidence of a violation of Board policy or state laws. Reasonable suspicion requires more than a mere hunch.
2. "Contraband" consists of all substances or materials prohibited by Board policy or state law, including but not limited to drugs, alcoholic beverages, guns, knives, other weapons, and incendiary devices.

Interviews ~~Interrogations~~ and Searches by School Administrators

When a violation of Board policies or school rules occurs, the Principal or designee may question potential student victims and witnesses without prior consent of the student's parent/guardian. If a school official is investigating a report of child abuse and the suspected perpetrator is a member of the student's family, no contact with the student's family will be made.

~~Interrogations by school administrators~~

A	In situations where a student is suspected of violating Board policies or school rules which may result in suspension or expulsion, the principal or designee(s) may not interview interrogate the suspected student(s) without making a reasonable attempt to have the student(s) parent/guardian present. The nature and extent of the questioning must be related to the objectives of the questioning. If the student denies any involvement or culpability, the student will have the opportunity to present his/her side of the story, orally and/or in writing.
B	In situations where a student is suspected of violating Board policies or school rules, which may result in suspension or expulsion, the principal or designee(s) may not interview interrogate the suspected student(s) without making a reasonable attempt to have the student(s) parent/guardian present. the principal or designee may interview interrogate the suspected student if the school official has reasonable suspicion grounds to suspect that such a violation has occurred. The nature and extent of the questioning must be related to the objectives of the questioning. If the student denies any involvement or culpability, the student will have the opportunity to present his/her side of the story, orally and/or in writing.

Searches conducted by school personnel

School personnel may search a student and/or the student's personal effects while on school premises or during a school activity in accordance with this policy and may seize any illegal, unauthorized, or contraband materials.



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. A student's failure to cooperate with school officials conducting a search shall be 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.

- Adopted: November 3, 1977
- Revised: January 23, 1986
- Revised to conform to practice: date of manual revision
- Revised: May 19, 1994
- Revised: September 2, 1999
- Reviewed: August 10, 2000
- Revised: July 8, 2010

LEGAL REF:

- C.R.S. 19-2-511 *et seq.*
- C.R.S. 22-32-109.1 (2)(a)(I)(I) (*policy required as part of safe schools plan*)

CROSS REF:

- JIHB, Parking Lot Searches
- JK, Student Discipline, and subcodes

Title	Student Discipline
Designation	JK

The Board of Education 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 this broad objective. 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 Board in accordance with **applicable 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. ~~The code shall emphasize proportionate disciplinary interventions and consequences and keeping students engaged in learning.~~ **The code shall be enforced uniformly, fairly and consistently for all students.**

All Board-adopted policies and Board-approved regulations containing the letters “JK” in the file name constitute the discipline section of the legally-required code.

The Board shall consult with administrators, teachers, parents, students and other members of the community in the development and review of the conduct and discipline 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 Board policy and procedures.

A teacher or any other person acting in good faith and in compliance with the discipline code adopted by the Board may be immune from civil liability unless the person is acting willfully or wantonly.

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 a school vehicle, or at a school ~~activity 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 caused a material and substantial disruption in the classroom, on school grounds, in a school vehicle, or at a school ~~activity activities~~ or sanctioned events three **or more** times during the **course of a** school year ~~may shall~~ be declared habitually disruptive students. Any student enrolled in the district's schools may be subject to being declared a habitually disruptive student. Declaration as a habitually disruptive student



shall ~~may~~ result in the student's **suspension and/or expulsion in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.**

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 Innovation Leaders shall arrange to have a copy of the conduct and discipline code provided once to each student in elementary, middle, and high school and once to each new student in the District. The Innovation Leaders shall ~~take ensure~~ reasonable measures ~~are taken~~ to ensure each student is familiar with the code. Copies shall be posted in each school of the District. In addition, any significant change in the code shall be ~~provided distributed~~ to each student and posted in each school.

~~The Board shall consult with administrators, teachers, parents, students, and other members of the community in the development of the conduct and discipline code.~~

- Adopted: date of manual adoption
- Revised: August 16, 1984
- Revised: May 19, 1994
- Revised: August 13, 1998
- Revised: August 10, 2000
- Revised: July 10, 2003
- Revised: February 15, 2006
- Revised: February 11, 2010
- Revised: June 30, 2011
- Revised: July 27, 2012
- **Revised: September 12, 2013**

LEGAL REFS:

- C.R.S. 18-6-401 (1) (*definition of child abuse*)
- **C.R.S. 22-11-302 (1)(f) (*district accountability committee shall provide input to the board regarding the creation and enforcement of the conduct and discipline code*)**
- C.R.S. 22-32-109.1 (2)(a) (*adoption and enforcement of discipline code*)
- C.R.S. 22-32-109.1 (2)(a)(I) (*school district shall take reasonable measures to familiarize students with the conduct and discipline code*)
- C.R.S. 22-32-109.1 (2)(a)(I)(C) (*discipline of habitually disruptive students is required part of **the conduct and discipline code*** ~~safe schools plan~~)
- C.R.S. 22-32-109.1 (9) (*immunity provisions in safe schools law*)
- C.R.S. 22-33-106 (1) (*grounds for suspension, expulsion, and denial of admission*)
- C.R.S. 22-33-106 (1)(c.5) (***definition of a habitually disruptive students***)



CROSS REF:

- JIC, Student Conduct, and subcodes
- JK subcodes (all relate to student discipline)
- JRA/JRC, Student Records/Release of Information on Student

Title	Student Discipline
Designation	JK-R

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 Board 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. A copy of the written statement will be provided to the student and the student's parent/guardian. However, if a student is 18 years old or older, the student may inspect his or her personal records and written permission will be necessary in order for the parent/guardian to receive them. Such student 18 years old or older will be known as an eligible student.
4. The Principal or designee will take steps to see that the parent/guardian of a student under 18 years of age receives a copy of the statement, either by mailing a copy directly to them and/or alerting them to the fact that the statement has been sent to them, either by sending it home with their child or in the mail.
5. 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 (7) days after receipt by the parent/guardian of the written statement. If the interested persons fail to file intent to challenge within seven (7) 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 Innovation Leader within ten (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 Innovation Leader. The Innovation Leader will make a decision within ten (10) school days after receiving the request for Step 2 review. The Innovation Leader 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 Innovation Leader 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 Innovation Leader'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 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 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.

Disruptive behavior by special education students will be dealt with in accordance with the student's Individual Education Plan (IEP), any behavior intervention plan and policy JK-2, Discipline of Students with Disabilities. It will be the responsibility of the Principal and other appropriate District personnel to coordinate these procedures with a special education student's IEP and any behavior intervention plan.

Habitually disruptive students

A student ~~may will~~ be declared "habitually disruptive" if three **or more** times during the course of the school year the student causes a material and substantial disruption ~~in the classroom,~~ on school grounds, **in a school vehicle**, or at school activities or **sanctioned** events.

1. The Principal will inform the Innovation Leader and Chief Education Officer when a student causes a second material and substantial disruption.
2. The student and the parent/guardian will be notified in writing of each disruption 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.
3. A student who has been declared habitually disruptive ~~shall may~~ be suspended **and/or** expelled in accordance with Board policy ~~JKD/JKE~~. **concerning suspensions, expulsions and other disciplinary interventions.**

- Adopted: May 19, 1994
- Revised: August 13, 1998
- Revised: August 10, 2000
- Revised: February 15, 2006
- Revised: May 13, 2010
- Revised: June 30, 2011
- Revised: July 27, 2012
- **Revised: September 12, 2013**



Title	Disciplinary Removal from Classroom
Designation	JKBA

It is the policy of the Board of Education 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 code of conduct adopted by the Board 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. **A teacher may remove the student from the teacher's class in accordance with this policy, its accompanying regulation and applicable law.**

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 code of conduct adopted by the Board;
2. Is dangerous, unruly, or disruptive;
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, **in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.**

The Chief Education Officer or designee is directed to 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: August 10, 2000
- Revised: February 15, 2006
- Reviewed: March 24, 2010
- Revised: June 30, 2011



- Revised: September 12, 2013

LEGAL REF:

- C.R.S. 22-32-109.1 (2)(a)(I)(B) (*policy required as part of **conduct and discipline code*** ~~safe school plan~~)

CROSS REF:

- JIC, subcodes (all pertain to student conduct)
- JK, Student Discipline, and subcodes

Title	Disciplinary Removal from Classroom
Designation	JKBA-R

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. "Teacher" means a person holding a license issued by the state who is employed to instruct, direct, or supervise the instructional program.

Informal removal from class

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 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 or designee makes recommendations for expulsion. Thus, a~~ A teacher's decision to remove a student from class for behavior covered by **board district** policies regarding suspension and expulsion may, but does not necessarily mean, that the student will also be suspended **and/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.
 - 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, manifested in words, gestures, or other overt behavior
 - b. Open disrespect of the teacher, manifested in words, gestures, or other overt behavior
 - c. Other behavior likely to 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 actions:

1. Instruct the student to go to the main office. Unless prevented by the immediate circumstances, the teacher shall inform the building principal or designees of the reason for the student's removal from class.
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 for 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 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 **regulation and accompanying** policy and the applicable provisions of state and federal law. All teacher actions under this **regulation policy** shall be subject to evaluation and supervision by the teacher's supervisor as provided in **Board** school district policies and procedures, ~~including the evaluation policy.~~



- Adopted: August 10, 2000
- Revised: February 15, 2006
- Revised: April 8, 2010
- **Revised: September 12, 2013**

Title	Suspension/Expulsion of Students (and Other Disciplinary Interventions)
Designation	JKD/JKE

The Board of Education 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. (See JKD/JKE-R). **In matters involving student misconduct that may or will result in the student's suspension and/or expulsion, the student's parent/guardian shall be notified and involved to the greatest possible extent in the disciplinary procedures.**

Proportionate disciplinary interventions and consequences shall be imposed to address the student's misconduct and maintain a safe and supportive learning environment for students and staff.

The Board and its designee(s) ~~shall may~~ consider the following factors in determining whether to suspend or expel a student:

1. the student's age;
2. the student's disciplinary history;
3. the student's eligibility as a student with a disability;
4. the seriousness of the violation committed by the student;
5. the threat posed to any student or staff; and,
6. the likelihood that a lesser intervention would properly address the violation.

Other disciplinary interventions

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion and include but are not limited to referral to detention, in-school suspension, restorative justice programs, restitution plans, peer mediation, juvenile assessment, or other approaches consistent with school safety and security.

As **another intervention and** 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.

Nothing in this policy shall limit the Board's and its designees' authority to suspend and/or expel a student as deemed appropriate by the Board and its designees. The decision to suspend and/or expel a student instead of providing an alternative to suspension or expulsion or the failure of an intervention to remediate the student's behavior shall not be grounds to prevent the Board and its designees from proceeding with appropriate disciplinary measures, including but not limited to suspension and/or expulsion.

Delegation of authority

1. The Board delegates to the principal of the district or to a person designated in writing by the principal, in their absence, the power to suspend a student in that school for not more than five (5) 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 ten (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 twenty-five (25) school days.
2. The Board delegates to the Chief Education Officer the authority to suspend a student, in accordance with C.R.S. 22-33-105, for an additional ten (10) school days plus up to and including an additional ten (10) days necessary in order to present the matter to the Board.
3. The Board delegates to the Chief Education Officer or designee who shall serve as hearing officer (appointed by the Chief Education Officer) to deny admission to or expel for any period not extending beyond one year any student whom the Board, 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. The hearing officer will inform the Chief Education Officer of the decision and will send a letter to the family within five (5) days informing them the decision and of their right to appeal. The family has seven (7) days to appeal in writing. If the family appeals, a meeting will be scheduled with the Chief Education Officer or designee within five (5) days of the request. The Chief Education Officer shall render a written opinion in the expulsion matter within three (3) days after the hearing and inform them of their right to appeal. The family will have seven (7) days to appeal in writing.

The Chief Education Officer 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 Chief Education Officer 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 twelve (12) to eighteen (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 district in which the juvenile is enrolled.

The information shall be used by the Chief Education Officer or designee 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 Chief Education Officer or designee shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies.

The Chief Education Officer or designee 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 Board 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 district shall contact the expelled student's parent or guardian at least once every sixty (60) days until the beginning of the next school year to determine whether the child is receiving educational services.

- Revised: March 21, 1996
- Revised: August 13, 1998
- Revised: August 10, 2000
- Revised: February 15, 2006
- Revised: July 8, 2010
- Revised: June 30, 2011
- Revised: July 27, 2012
- **Revised: September 12, 2013**

LEGAL REFS:

- **C.R.S. 16-22-102(9) (*unlawful sexual behavior*)**
- C.R.S. 16-11-309 (*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)(I)(E) (*policy required as part of **conduct and discipline code** ~~safe schools plan~~*)
- C.R.S. 22-32-109.1 (3) (*agreements with state agencies*)
- **C.R.S. 22-32-144 (restorative justice practices)**
- C.R.S. 22-33-1 05 (*suspension, expulsion, and denial of admission*)
- C.R.S. 22-33-106 (*grounds for suspension, expulsion, and denial of admission*)



- C.R.S. 22-33-1 06.5 (*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. 22-33-1 08 (*juvenile judicial proceedings*)
- ~~C.R.S. 25-4-903 (1) (*immunization*)~~

CROSS REFS:

- ECAC, Vandalism
- GBGB, Staff Personal Security and Safety
- JEA, Compulsory Attendance Ages
- JF, Admission and Denial of Admission
- JF-R, Admission and Denial of Admission (Procedures for Students in Out-of- Home Placements)
- JIC, Student Conduct, and subcodes
- JK-2, Discipline of Students with Disabilities
- JKF, Educational Alternatives for Expelled Students

Title	Expulsion Prevention
Designation	JKG

~~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~~ It is the belief of the Board that ~~all~~ available **interventions, prevention services alternatives** should be explored to help students who are at risk of expulsion before expulsion becomes a necessary **consequence 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 federal law or the District's student conduct and discipline code requires 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 are truant, who have been or are likely to be declared habitually truant, or who are likely to be declared 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 career and technical educational 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, and/or
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, **appropriate state agencies**, community-based organizations, and institutions of higher education.

The failure of the 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 including but not limited to suspension and/or expulsion.

Parents/guardians of students shall be notified in writing at the beginning of each school year of their right to request services from the District if their child is expelled. In addition, written notification shall be provided to the parent/guardian at the time of any expulsion.

- Adopted: August 13, 1998
- Revised: August 10, 2000
- Revised: July 8, 2010

- Revised: July 27, 2012

LEGAL REF:

- C.R.S. 22-14-101 et seq. (*dropout prevention and student reengagement*)
- C.R.S. 22-33-202 (*identification of at-risk students*)
- C.R.S. 22-33-204 (*services for at-risk students*)
- C.R.S. 22-33-204.5 (*students in facility schools shall be considered at-risk*)
- C.R.S. 22-33-205 (*grants for services to expelled, at-risk and truant students*)

CROSS REF:

- **JKD/JKE, Suspension/Expulsion of Students**

Title	Student Use of the Internet and Electronic Communications
Designation	JS

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 technology devices to avoid contact with material or information that may be harmful to minors. **For purposes of this policy, “district technology device” means any district-owned computer, hardware, software, or other technology that is used for learning purposes and has access to the Internet.**

- Adopted: May 1, 1997
- Revised: March 4, 1999
- Recoded: July 12, 2001 (*previously File: EHC*)
- Revised: January 10, 2002
- Revised: May 8, 2008
- Revised: July 8, 2010
- Revised: December 13, 2012

LEGAL REF:

- 47 U.S.C. 254(h) (*Children's Internet Protection Act of 2000*)
- 20 U.S.C. 6751 *et seq.* (*Enhancing Education Through Technology Act of 2001*)
- 47 C.F.R. Part 54, Subpart F (*Universal Support for Schools and Libraries*)
- C.R.S. 22-87-101 *et seq.* (*Children's Internet Protection Act*)

CROSS REF:

- AC, Nondiscrimination/Equal Opportunity
- EGEA, Electronic Communication
- JB, Equal Education Opportunities
- **JKD/JKE, Suspension/Expulsion of Students**



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Mission Statement

To prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.

AGENDA
REGULAR BOARD OF EDUCATION MEETING
August 8, 2013
6:30 p.m.
Education Services Center – Board Room

- 1.00 Call to Order and Roll Call**
- 2.00 Welcome and Pledge of Allegiance**
- 3.00 Approval of Agenda**
- 4.00 Consent Agenda**
 - 4.01 Approval of July Monthly Financial Update
 - 4.02 Approval of Matters Relating to Administrative Personnel
 - 4.03 Approval of Matters Relating to Licensed Personnel
 - 4.04 Approval of Matters Relating to Educational Support Personnel
 - 4.05 Approval of Minutes of Regular Board of Education Meeting 07/11/2013
- 5.00 Board Update**
- 6.00 Open Forum**
- 7.00 Action Items**
 - 7.01 Approval of Intergovernmental Agreement between District 49 and El Paso County Clerk and Recorder for the November 2013 Election
 - 7.02 Approval of Athletic/Academic Fees (Student Fee Structure) for 2013-14
 - 7.03 Adoption of Delegation Resolutions for Bond Refinancing
 - 7.04 Approval of Nutrition Services Equipment Maintenance Contract for 2013-14
 - 7.05 Administrative Salary Schedule Alignment with Approved Budget
 - 7.06 Reauthorization of the Pikes Peak Board of Cooperative Educational Services (PPBOCES) Contracts
 - 7.07 Approval of Revised District 2013-14 Calendar
 - 7.08 Items Removed from Consent Agenda
- 8:00 Information Items**
 - 8.01 Facilities and Operations Maintenance Update
 - 8.01.01 Nutrition Services Pricing and Annual Report for 2013-2014
 - 8.01.02 Transportation Update
 - 8.02 Falcon Zone Update

9.00 Discussion Items

- 9.01 Revision of policies: JIC, Student Conduct; JICA, Student Dress Code; JICC, Student conduct in School Vehicles; JICDA, Code of Conduct; JICDD, Violent and Aggressive Behavior; JICH and regulation JICH-R, Drug and Alcohol Involvement by Students; JICI, Weapons in School; JIH, Student Interviews, Interrogations, Searches and Arrests; JK and regulation JK-R, Student Discipline; JKBA and JKBA-R, Disciplinary Removal from Classroom; JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions); JKG, Expulsion Prevention; and JS, Student Use of the Internet and Electronic Communications
- 9.02 Preview of Chief Performance Review Process

10.00 Other Business

- 10.01 Executive Session:
 - 10.01.01 Pursuant to CRS 24-6-402(4)(f)(I) for discussion of performance of multiple specific staff members with prior written notification
 - 10.01.02 Pursuant to CRS 24-6-402(4)(b) to confer with an attorney for the purpose of receiving legal advice on specific legal questions
 - 10.01.03 Pursuant to CRS 24-6-402(4)(h) Discussion of individual students where public disclosure would adversely affect the person or persons involved
- 10.02 Approval of Matters Relating to Administrative Personnel

11.00 Adjournment

DATE OF POSTING: August 5, 2013

Donna Teubner
Executive Assistant