



REVISED AGENDA
REGULAR BOARD OF EDUCATION MEETING
July 14, 2016
6:30 p.m.
Education Service 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 Matters Relating to Administrative Personnel
 - 4.02 Approval of Matters Relating to Licensed Personnel
 - 4.03 Approval of Matters Relating to Educational Support Personnel
 - 4.04 Approval of Matters Relating to Schedule B Personnel
 - 4.05 Approval of Minutes of Regular Board of Education Meeting 6/9/2016
 - 4.06 Approval of Minutes of Special Board of Education Meeting 6/22/2016
 - 4.07 Authorization to open Bank Account for Pikes Peak Early College (PPEC)
 - 4.08 Approval of Matters Relating to Professional/Technical Personnel
- 5.00 *Board Update***
 - 5.01 *Chief Officer Update***
- 6.00 *Open Forum (3 minute time limit for each speaker)***
- 7.00 Action Items**
 - 7.01 Approval of Memorandum of Understanding with CD BOCES
 - 7.02 Approval of Resolution for Intent to Participate in 2016 Coordinated Election and Appointment of Designated Election Official
 - 7.03 Action on Policies that Support Restorative Practices
 - a. JICDE Bullying Prevention and Restorative Interventions
 - b. JICH, JICH-R Drug and Alcohol Involvement by Students
 - c. JKD-R/JKE-R Suspension/Expulsion of Students
 - 7.04 Action on Policy Review
 - a. DJE Bidding Procedures
 - b. EEA Student Transportation
 - c. EEAEAA Drug and Alcohol Testing for Commercial Drivers
 - d. EGAEA Electronic Communications
 - e. GBEB Staff Dress
 - f. GBEE Staff Use of Internet & Electronic Communication
 - g. GBJ Personnel Records
 - h. GCQEA Transitional Retirement Plan
 - i. IHBA Special Education Programs for Handicapped/Disabled/Exceptional Students
 - j. IHBF Homebound Instruction
 - k. JICDD Violent and Aggressive Behavior
 - l. KB Parent Involvement in Education

- 7.05 Action on Title I Policies
 - a. KBA Title I Parent and Family Engagement
 - b. KBA-E Title I Parent Involvement
- 7.06 Action on Rocky Mountain Classical Academy Charter Contract Amendment
- 7.07 Items Removed from Consent Agenda

8.00 Information Items

- 8.01 Student Study Trips –
- 8.02 Process Improvement Update
 - a. DD-R, DD-E-1, DD-E-2 Funding Proposal, Grants and Special Projects
 - b. DJE-R Bidding Procedure
 - c. GBJ-R Personnel Records
 - d. GCQEA-R Guidelines for Employment of Retired Persons
 - e. IHBA-R Special Education Programs for Handicapped/Disabled/Exceptional Students
 - f. JRA-E/JRC-E Student Records/Release of Information on Students
 - g. JRA-E-1/JRC-E-1 Student Records/Release of Information on Students
 - h. JRA-E-2/JRC-E-2 Student Records/Release of Information on Students
 - i. JRA-E-3/JRC-E-3 Opt Out Form for Student Image Publishing
 - j. JRA-R/JRC-R Student Records/Release of Information on Students

9.00 Discussions Items

- 9.01 49 Pathways Update (10 minutes)
- 9.02 2016 Election Planning (10 minutes)
- 9.03 Policies that Support Restorative Practices (5 minutes)
 - a. IHAK Character Education
 - b. JKB Student Detention
 - c. JKBA, JKBA-R Disciplinary Removal from Classroom
- 9.04 Board Evaluation Process (10 minutes)
- 9.05 Modular Space Evaluation Process (10 minutes)
- 9.06 Board Resolutions for Colorado Association of School Boards (10 minutes)
- 9.07 Policy and Procedure Review (5 minutes)
 - a. BBBA Board Member Qualifications
 - b. EEAC, EEAC-R Bus Scheduling and Routing
 - c. EEAE Bus Safety Program
 - d. EEAEA, EEAEA-R District Employee/Driver Requirements, Training & Responsibility
 - e. EEBA District Owned Vehicles
 - f. IHAL, IHAL-R Religion in the Curriculum
 - g. JFAA Residency Requirements for Admission
 - h. JFABA Nonresident Tuition Charges
 - i. JFABB, JFABB-R Admission of Non-Immigrant Foreign Students
 - j. JICEC, JICEC-R Student Distribution of Noncurricular Materials
 - k. JICED Student Expression Rights
 - l. JID Students of Legal Age



- m. JIE/JIG Pregnant/Married Students
- n. JII Student Concerns, Complaints and Grievances
- o. JLIB, JLIB-R Early Dismissal of Students
- p. KEC, KEC-E Public Concerns/Complaints about Instructional Resources

10.00 *Other Business*

11.00 *Adjournment*

DATE OF POSTING: July 11, 2016

Donna Richer
Executive Assistant to the Board of Education



BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Paul Andersen, Human Resources Director
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Administrative 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.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: July 1, 2016



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Sally McDermott, Human Resources Manager
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: 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.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: July 1, 2016



BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Nicole Evans, Human Resources Manager
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.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: July 1, 2016



BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Nicole Evans, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Schedule B 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.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: July 1, 2016

BOARD OF EDUCATION AGENDA ITEM 4.05

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Donna Richer, Executive Assistant to the Board of Education
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board of Education Meeting 6/9/2016
ACTION/INFORMATION/DISCUSSION:	Consent Action

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

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

RELEVANT DATA AND EXPECTED OUTCOMES: Minutes of the meetings will be posted on the district website after board approval.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the June 9, 2016 regular board of education meeting.

APPROVED BY: Tammy Harold, Board Secretary

DATE: July 1, 2016

BOARD OF EDUCATION AGENDA ITEM 4.06

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Donna Richer, Executive Assistant to the Board of Education
TITLE OF AGENDA ITEM:	Approval of Minutes of Special Board of Education Meeting 6/22/2016
ACTION/INFORMATION/DISCUSSION:	Consent Action

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

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

RELEVANT DATA AND EXPECTED OUTCOMES: Minutes of the meetings will be posted on the district website after board approval.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the May 12, 2016 special board of education meeting.

APPROVED BY: Tammy Harold, Board Secretary

DATE: July 1, 2016



BOARD OF EDUCATION AGENDA ITEM 4.07

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Authorization to open Bank Account for Pikes Peak Early College (PPEC)
ACTION/INFORMATION/DISCUSSION:	Action - Consent

BACKGROUND INFORMATION, DESCRIPTION OF NEED: District 49 will begin operating a new school in 2016/17, called Pikes Peak Early College – to be operated out of the Falcon Legacy Campus. Each school in the district has a unique bank account to use as a petty cash account to be used in the rare cases that neither a p-card nor a regular accounts payable check will be adequate – usually due to a timing issue.

RATIONALE: While the situations requiring such an account are becoming more and more rare, we still maintain these accounts for each school so as to not leave them in a precarious position if and when normal processes are not feasible.

RELEVANT DATA AND EXPECTED OUTCOMES: The normal ‘standing balance’ of a high school petty cash account is \$5,000; meaning it will never go above that amount and we will not endorse transactions coming out of that account for more than \$5,000, no matter the time urgency. We will design this account with the same parameters.

IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Clarity and transparency in cash management strategy and decisions.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	<i>PPEC adds to our portfolio of schools, and equipping it to run the same as other schools is only appropriate.</i>
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to authorize the Chief Business Officer to open a new bank account at First Bank for PPEC petty cash transactions.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: July 1, 2016



BOARD OF EDUCATION AGENDA ITEM 4.08

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Sally McDermott, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Professional Technical 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.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: July 1, 2016



BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Brad Miller, Legal Counsel
TITLE OF AGENDA ITEM:	Memorandum of Understanding with CD BOCES
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Pursuant to the District's participation with the Colorado Digital BOCES, this proposed Memorandum of Understanding (MOU) will set forth expectations and details of the resulting utilization of certain professional services.

RATIONALE: The District will benefit from the proposed arrangement by achieving a better economy of scale related to certain professional services, while obtaining savings that may be devoted to more effectively serving the needs of the District.

RELEVANT DATA AND EXPECTED OUTCOMES: The professional time of the District's CBO and STEM coordinator Dianne Kingsland will be partially devoted to CDBOCES, and in exchange, the CDBOCES will compensate the District for a commensurate portion of their compensation and benefits.

This exchange enables both the District and the CD BOCES to benefit from high caliber professionals at a cost far less than would be achievable if pursued as separate contracts.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Ensures that District funds are utilized efficiently by sharing costs with the CDBOCES.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: The financial result will be neutral, but will entail a re-dedication of payroll within the affected departments.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached Memorandum of Understanding.

APPROVED BY: Peter Hilts, CEO

DATE: July 1, 2016

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the “Agreement”) is entered into and is effective as of July 1, 2016 (the “Effective Date”) by and between the Board of Education for School District 49 (the “Board”) and Colorado Digital Board of Cooperative Educational Services (“CDBOCES”)

Recitals

WHEREAS, the Board has voted to participate in the creation and governance of the CDBOCES, and

WHEREAS, the Board has discussed and considered, as part of its participation, that the relationship with CDBOCES was likely to lead to certain opportunities to realize economies of scale, and

WHEREAS, the Board acknowledges the past and continuing efforts of its Chief Business Officer (CBO) and other District personnel on behalf of CDBOCES, and

WHEREAS, both parties wish to see the District achieve savings and enhanced service in the areas served by these individuals, and

WHEREAS, both parties have agreed to enter into an arrangement that will permit these leaders to devote portions of their professional efforts on behalf of the CDBOCES in exchange for financial remuneration by the CDBOCES while remaining employees of the District; and

WHEREAS, such arrangement will further permit the District to utilize the resulting financial savings to consider obtaining new personnel or service providers in the respective departments.

NOW THEREFORE, in consideration of the foregoing recitals, the Board and the CDBOCES agree as follows:

Agreement

- 1) Dianne Kingsland will be permitted to devote up to one hundred percent (100%) of her professional efforts as the STEM Director of the CDBOCES.
- 2) The Chief Business Officer will be permitted to devote up to ten percent (10%) of his professional efforts as the Business Director of the CDBOCES.
- 3) Both individuals will remain under the payroll system of the District for the entirety of their compensation, including that part that is devoted to the CDBOCES.
- 4) The District agrees to maintain this arrangement for the entire 2016-17 fiscal year or until this MOU is revised or terminated by mutual accord.

- 5) CDBOCES agrees to compensate the District for the portion of these individuals' respective professional services in accordance with the portion of their efforts that are devoted to CDBOCES and at the rate of compensation set by the District.
- 6) This MOU shall not limit either employee from providing additional services to CDBOCES or from receiving direct compensation from CDBOCES for services beyond those contemplated by their respective employment agreements or job descriptions.
- 7) The parties agree to revisit this arrangement on or before July 31, 2017 to determine whether it should be continued or terminated. Failure to revisit this MOU by that date will have the effect of renewing it for a single additional fiscal year.

IN WITNESS whereof this Agreement was duly signed for and on behalf of the parties on this 14th day of July, 2016.

School District 49 Board of Education

By:_____

Name (Print)_____

Title:_____

CDBOCES

By:_____

Name (Print)_____

BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Approval of Resolution for Notice of Intent to Participate in the Coordinated Election and Appointment of the Designated Election Official
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: A school district must officially notify the county clerk in writing that the school district will participate in the November election by July 29, 2016 and designate an election official. C.R.S. § 1-1-104(8); 1-1-106(5); 1-7-116(5)

RATIONALE: Participating in the Coordinated Election reduces the cost to the district.

RELEVANT DATA AND EXPECTED OUTCOMES: An Intergovernmental Agreement (IGA) will be mailed on or about August 5, 2016 with an estimate of the jurisdiction's portion of the costs to participate in the 2016 Coordinated Election. The IGA must be signed by the district's designated election official and attorney.

The Board of Education designates Donna Richer to serve as the school-designated election official for the 2016 election.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: TBD

AMOUNT BUDGETED: \$34,726

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the attached resolution for notice of intent for El Paso County School District 49 to participate in the Coordinated Election on November 8, 2016 and to appoint Donna Richer as the designated election official.

APPROVED BY: Marie LaVere-Wright, Board President

DATE: July 1, 2016



RESOLUTION

**Notice of Intent for
El Paso County School District 49
to Participate in the Coordinated Election
on November 8, 2016**

The Board of Education of El Paso County School District 49 – Falcon School District in the County of El Paso, State of Colorado expects that it will participate in the November 8, 2016 election (the “Election”) coordinated by the County Clerk and recorder of El Paso County, Colorado. School District 49 shall contract with the County Clerk and Recorder of El Paso County and enter into an intergovernmental agreement with El Paso County for this purpose. The County Clerk and Recorder shall serve as the coordinated election official for the Election.

The Board of Education designates Donna Richer to serve as the school-designated election official for the Election. The school-designated election official shall perform election duties on behalf of the Board of Education, including but not limited to rendering all interpretations and making all initial decisions as to controversies or other matters arising in the conduct of the special school election to the extent that each of these responsibilities is consistent with the intergovernmental agreement.

The Board of Education directs the school designated election official to forward this notice of intent to participate in the Election, to the coordinated election official by July 29, 2016, the deadline established in state law.

Although the Board is considering participating in the Election, the Board of Education has not taken official action to call the special election or to certify the ballot question as of the date hereof. Approval of this Resolution does not obligate the District to participate in the Election until such time as official action to certify the ballot question.

ADOPTED AND APPROVED this 14th day of July 2016.

Marie LaVere-Wright, Board President
El Paso County School District 49

(SEAL)

ATTEST:

Tammy Harold, Board Secretary
El Paso County School District 49

BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Dr. Lou Fletcher, Director of Culture and Services
TITLE OF AGENDA ITEM:	Restorative Practices BOE Resolution-Policy Review 2
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Restorative Practices (RP) abrogates the Zero Tolerance mindset. The use of RP is the foundation for building relationships, fostering accountability, addressing harm, and repairing harm by facilitating resolution to disciplinary situations.

RATIONALE: Following the BOE resolution to support RP as the primary methodology for conduct and discipline in District 49 starting in the 2016-17 school year, it is necessary to review and revise current conduct and discipline policies to ensure they align with restorative practice. The latter has begun and will continue as needed throughout the summer break. In turn, principals will need to review their building and classroom policies to ensure they align with RP; any zero-tolerant policies or procedures will be reviewed and removed accordingly.

RELEVANT DATA AND EXPECTED OUTCOMES: Restorative practices are social-emotional interventions that address traditional conduct and discipline incidents by applying both accountability and relational capacity to repair harm for all of the parties involved in an incident, which has been a successful strategy in multiple school districts around the nation. The BOE resolution is the transparent catalyst that empowers district-wide action to review discipline policies, and then act to revise the district's practice to empower restorative outcomes.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	RP is an accountable process that is also transparent; therefore, stakeholders will participate in a fair (transparent) process that respects and cares for students in distress.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	RP is a community relevant program that uses dialogue to ensure that outcomes develop a growth mindset for the students and community.
Rock #3 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	RP is a social-emotional support mechanism that has advocacy in the legislature; hence the best districts will lead the way.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Exceptional schools ensure that students receive the maximum instructional time available; while employing accountable discipline practices, which still respect their students' humanity.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Students who have appropriate social-emotional support can concentrate on academics, which afford students the capability to maximize their learning opportunities and outcomes.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the policies and regulations in item 7.03 as recommended by the Administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: July 1, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Bullying Prevention and <u>Restorative Behavior Interventions</u>
Designation	JICDE
Office/Custodian	Education/Director of Culture & Services

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

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

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

A student who engages in any act of bullying and/or a student who takes any retaliatory action against a student, who reports in good faith an incident of bullying, is subject to appropriate disciplinary action including suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment shall be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

The Chief Education Officer/Zone Innovation Leaders or designee shall develop a comprehensive program to address bullying at all school levels. The program shall be aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents, and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff and students in taking pro-active steps to prevent bullying from occurring.
3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and

appropriate negative consequences.

5. To foster a productive partnership with parents and community members in order to help maintain a bully-free environment.
6. To support victims of bullying by means of individual and peer counseling.
7. To help develop support networks, social skills, and confidence for all students.
8. To recognize and praise positive, supportive behaviors of students toward one another on a regular basis.

Students who are involved in bullying behavior; both the party causing harm and the harmed party, should be brought together for a facilitated conference, which could include parents/guardians and other individuals the students requests to enhance the social-emotion support environment. The purpose of the facilitated conference is to apply a restorative approach to identifying the harm and resolving the conditions that created an environment conducive to bullying. The individual causing harm may also receive restorative discipline consequences, which are fundamentally distinct from punishment, in an effort to prevent similar behavior in the future. The restorative intervention can take place before the term of a suspension is complete and it is up to the discretion of the principal to decrease the term of suspension following a successful facilitation.

- Adopted: January 10, 2002
- Revised: April 28, 2010
- Revised: June 30, 2011
- Revised: July 21, 2011
- Revised: July 14, 2016

LEGAL REF:

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

CROSS REFS:

- AC, Nondiscrimination/Equal Opportunity
- JB, Equal Educational Opportunities
- JBA, Nondiscrimination on the Basis of Sex
- JBB, Sexual Harassment
- JICDA, Code of Conduct
- JICDD, Violent and Aggressive Behavior
- JICJ, Student Use of Electronic Communication Devices
- JK, Student Discipline



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Drug and Alcohol Involvement by Students
Designation	JICH
Office/Custodian	Operations/Director of Safety and Security

~~Faleon~~ School District #49 shall promote a healthy environment for students by providing education, social-emotional support, and decision-making ~~skills in~~strategies with 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, parent(s)/guardian(s), 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~~creates an environment that hinders learning and is harmful to all 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 (except cannabinoid derivatives approved for compassionate therapeutic use), 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 Performance Enhancing and other Drug Use by Student-Athletes

No student-athlete shall use or distribute alcohol or; 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 or; alcohol ~~or tobacco~~.

Disciplinary sanctions and interventions for violations of this policy shall be in accordance with Board policy concerning student suspensions, expulsions and other restorative practices. Upon enrollment in elementary, middle, and high school, students and their families will be made aware of the student rights and responsibilities document located on the district's website (www.D49.org) and the Board code of conduct policy contained therein. The Chief Education Officer/Zone Leaders shall ensure reasonable measures are taken to verify each student is familiar with the code. In addition, any significant change to the code shall be posted on the district's website and included in publicly accessible Board policy update communications. 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
- Revised: July 14, 2016

LEGAL REFS:

- 20 U.S.C. §7101 et seq. (Safe & Drug-Free Schools and Communities Act of 1994)
- 21 U.S.C. 812 (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 vehicles)
- C.R.S. 22-1-110 (instruction related to alcohol and drugs)

- C.R.S. 22-1-119.3 (3)©, (d) (no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on schools grounds, on a school bus or at a school-sponsored event)
- 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)
- C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)
- C.R.S. 25-14-103.5 (boards of education must adopt policies prohibiting use of retail marijuana on school property)

CROSS REFS:

- IHAMA, Teaching about Drugs, Alcohol and Tobacco
- JIH, Student Interrogations, Searches, and Arrests
- JK-2, Discipline of Students with Disabilities
- JKD/JKE, Suspension/Expulsion of Students
- JLCD, Administering Medicines to Students
- JLCDB, Compassionate Administration of Therapeutic Cannabinoid Products

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Drug and Alcohol Involvement by Students
Designation	JICH-R
Office/Custodian	Operations/Director of Safety and Security

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 [\(except cannabinoid derivatives approved for compassionate therapeutic use\)](#), 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.

Possession, use and/or being under the influence ~~Use, possession, and/or purchase~~

- When a student is suspected of use and/or ~~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.
 - 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.
 - 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.
- 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 remain under observation, not be left alone, ~~but and~~ 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 cause to believe that a student possesses or is involved in any distribution or exchange of alcohol, any controlled substance or drug-containing or drug-related paraphernalia in violation of Board policy will request that the student accompany him or her to the principal or designee. If the student refuses, the staff member will notify the principal or designee immediately. ~~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 undertake investigation and search procedures in accordance with Board policy. 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 If information warrants, the student's 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. ~~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 an~~ expulsion hearing, from school and school-related activities for up to one calendar school year. In addition, school personnel shall file charges against the student and referral to with appropriate law enforcement officials for a criminal investigation.

First offense for use and/or ~~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 with the student's parent(s)/guardian(s) and student a drug abuse abatement plan that will outline the responsibilities of the parent(s)/guardian(s), the student and the school in an effort to prevent further offenses from occurring.
- ~~3.4. The principal or designee may recommend additional suspension and/or an expulsion hearing depending on the severity of the case. 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 and/or, 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~~ five (5) 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(s)/guardian(s) and the student, the principal or designee will ~~attempt to~~ update the drug abuse abatement remedial discipline plan drafted after the first offense.

Third offense for use and/or, 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 will be suspended for ten (10) days and recommended for an expulsion hearing.
- ~~1. District or school administrators will recommend the student for expulsion.~~
2. Alternatively, the expulsion may be waived and a suspension of no less than five days shall be imposed if the student agrees to complete an approved education/counseling/treatment program mutually agreed to by the student's parent/guardian and the principal or designee. The student and student's parent/guardian shall be responsible for the program's completion and its costs. Failure to provide documentation of completion of the program within the required time limits shall result in the imposition of the full expulsion period initially recommended. Information concerning voluntary drug or alcohol treatment programs will be given to the student and the parent/guardian.
- ~~2.3. The principal or designee may determine that the alternative to suspension is not appropriate. 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.~~
- ~~3.4. Students who complete the approved education/counseling/treatment program shall be expelled for subsequent offenses of the Board's policy regarding student involvement with drugs and alcohol. District or school administrators will notify appropriate law enforcement.~~

Purchase, sale, distribution and exchange

Distribution

Students who sell, give, purchase, 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.

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

First offense for purchase, sale, distribution and/or exchange of alcohol, marijuana (of not more than one ounce), or any amount of Schedule III, IV, or V controlled substance:

1. The student will be suspended for ten (10) days and recommended for an expulsion hearing.
2. Alternatives to expulsion may be considered by the principal or designee. 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 for purchase, sale, distribution and/or exchange of alcohol, marijuana (of not more than one ounce), or any amount of Schedule III, IV, or V controlled substance: offense:

1. 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 will be deferred and may be imposed-reinstated in the event of future infractions.
2. These procedures will supplement and complement authority conferred elsewhere by Board policy and will not be deemed to limit or suspend such other authority.

Performance Enhancing and other Drug Use by Student-Athletes~~Drug and Steroid Use in Athletics~~

No student athlete shall use or distribute alcohol or, 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 ~~the~~ District-wide Board policies regarding use of drugs or, alcohol, ~~or tobacco~~.

First offense

The student-athlete shall be removed from competition for ~~nine (9) days~~ one interscholastic contest. During that time, the student-athlete shall remain with the team in practice, shall attend the contest, and contests but shall not be dressed in any team apparel during play in the contest.

Parents shall be involved at this stage to support/help the student-athlete's drug abuse abatement ~~change strategy his/her behavior to conform to the policy.~~

Second offense

The student-athlete shall be suspended from athletic participation for ~~one calendar year~~ the remainder of the team or individual sport's season.

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

Third offense

The student athlete shall be denied the privilege of participating in interscholastic competition in any sport for ~~the remainder of his/her career in Falcon School District~~ one calendar year.

The student-athlete and his/her parents may petition the activities director for reinstatement after a period of 6 months away from athletic competition; if the student-athlete has successfully completed a clinic-based or residential drug or alcohol rehabilitation program. 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
- Revised: July 14, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Suspension/Expulsion of Students
Designation	JKD-R/JKE-R
Office/Custodian	Education/Director of Culture & Services

These regulations specify the conditions and procedures under which the District may suspend or expel students.

A. Procedure for suspension of 10 days or less

Through written policy, the Board of Education has delegated to any District principal the power to suspend a student for not more than five (5) or ten (10) days, depending upon the type of infraction. Pursuant to policy JKD/JKE, the Chief Education Officer has been delegated the power to suspend a student for additional periods of time. However, the total period of suspension will not exceed twenty-five (25) school days. As a general rule, a suspension will be ten (10) days or less.

The following procedures will be followed in any suspension, unless the student is suspended pending an expulsion proceeding, in which case the expulsion procedures will apply.

When the term "parent/guardian" is used, it refers to the parent/guardian of students under eighteen (18) years of age; if the student is eighteen (18) years or older, it refers to the student. All references to parent/guardian are intended to also include legal custodian.

1. **Notice.** The principal, designee or Innovation Leader at the time of contemplated action will give the student and the parent/guardian notice of the contemplated action. Such notice may be oral or in writing. If oral, such notice will be given in person. If written, delivery may be by United States mail addressed to the last known address of the student or student's parent/guardian.
2. **Contents of notice.** The notice will contain the following basic information:
 - a. A statement of the charges against the student.
 - b. A statement of what the student is accused of doing.
 - c. A statement of the basis of the allegation. Specific names may be withheld if necessary to shield a witness.

This information need not be set out formally but should sufficiently inform the student and parent/guardian of the basis for the contemplated action.

3. **Informal hearing.** In an informal setting, the student will be given an opportunity to admit or deny the accusation and to give his or her version of the events. The administrator may allow the student to call witnesses or may personally call the accuser or other witnesses. The administrator may hold a more extensive hearing in order to gather relevant information prior to making a decision on the contemplated action.
4. **Timing.** The notice and informal hearing should precede removal of the student from school. There need be no delay between the time notice is given and the time of the hearing.

5. **If the student's presence in school presents a danger.** Notice and an informal hearing need not be given prior to removal from school where a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. In this case, an informal hearing will follow as soon after the student's removal as practicable.
6. **Notification following suspension.** If a student is suspended the administrator delegated the authority to suspend will immediately notify the parent/guardian that the student has been suspended, the grounds for such suspension and the period of such suspension. The notification will include the time and place for the parent/guardian to meet with the administrator to review the suspension.
7. **Removal from school grounds.** A suspended student must leave the school building and the school grounds immediately after the parent/guardian and administrator have determined the best way to transfer custody of the student to the parent/guardian.
8. **Readmittance.** No student will be readmitted to school until the meeting with the parent/guardian has taken place or until, in the opinion of the administrator, the parent/guardian has substantially agreed to review the suspension with the administrator. However, if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student. The meeting will address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action. The administrator or the administrator's designee will facilitate a reentry conference that addresses why the student was suspended and provides strategies to prevent recidivism, which includes identifying a person the student could talk to if they experience difficulty during their reintegration into the student body. Any student harmed by the aforementioned student's actions, which resulted in the reentering student's suspension, should be notified of the student's return and provided any social-emotional support deemed appropriate.
9. **Make-up work.** Suspended students will be provided an opportunity to make up school work during the period of suspension, so the student is able to reintegrate into the educational program of the District following the period of suspension. Students will receive full or partial credit to the extent possible for makeup work which is completed satisfactorily.

~~NOTE: to determine whether to provide full or partial credit, pursuant to state law, the goal is to reintegrate the student back into the classroom and help prevent the student from dropping out.~~

B. Procedure for expulsion or denial of admission

In the event a student commits a potentially expellable offense the following procedures will be followed:

1. **Notice.** Within three (3) days of the offense, the building principal shall submit paperwork to the hearing officer for expulsion. The hearing officer will cause written notice of such proposed action to be delivered to the student and the student's parent/guardian. Such delivery may be by United States mail addressed to the last known address of the student or the student's parent/guardian.
2. **Emergency notice.** In the event it is determined that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened provided that the student or the student's parent/guardian have actual notice of the hearing prior to the time it is held.

3. **Contents of notice.** The notice will contain the following basic information:

- a. A statement of the basic reasons alleged for the contemplated denial of admission or expulsion.
- b. A statement of the date, time, and place of the hearing which will take place within three (3) days after the date of the notice.
- c. A statement that the student may be present at the hearing and hear all information against him or her, that the student will have an opportunity to present such information as is relevant, and that the student may be accompanied and represented by a parent/guardian and an attorney.
- d. A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.

4. **Conduct of hearing.** The hearing officer and building principal will meet with parent/guardian, student and, if requested, an attorney. Testimony and information will be shared and a decision will be rendered within three (3) school days of the hearing.

A sufficient record of the proceedings will be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting the same.

The 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 of their right to appeal.

5. **Appeal.** The family has ten (10) days to appeal in writing. If the family appeals, a meeting will be scheduled with the Chief Education Officer or designee within three (3) to five (5) days of the request. Failure to request an appeal within ten (10) days will result in a waiver of the right to appeal and the decision of the Chief Education Officer or designee will become final.

The Chief Education Office or designee hears the case and renders a decision within three (3) days of the hearing informing them of their right to appeal. They have seven days to appeal. If the family appeals, a hearing will be scheduled with the Board at the next scheduled Board meeting. The Board renders a decision and the Education Service Center sends a letter to the family informing them of the decision.

6. **Parental responsibility.** Upon expelling a student, District personnel will provide information to the student's parent/guardian concerning the educational alternatives available to the student during the period of expulsion, including the right to request that the District provide services during the expulsion. If the parent or guardian chooses to provide a home- based education program for the student, District personnel will assist the parent/guardian in obtaining appropriate curricula for the student if requested by the parent/guardian.

If a student is expelled and is not receiving educational services through the District, the District will contact the expelled student's parent/guardian at least once every sixty (60) days until the student is eligible to re-enroll to determine whether the child is receiving educational services. District personnel need not contact the parent/guardian after the student is enrolled in another school district or in an independent or parochial school or if the student is committed to the department of human services or sentenced through the juvenile justice system.

7. **Readmittance.** A student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:
- The expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment, or was placed in a diversion program as a result of committing the offense for which the student was expelled.
 - There is an identifiable victim of the expelled student's offense.
 - The offense for which the student was expelled does not constitute a crime against property.

If the District has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim's immediate family.

No student will be readmitted to school until after a meeting between the principal or designee and the parent/guardian has taken place except that if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student. The administrator or the administrator's designee will facilitate a reentry conference that addresses why the student was expelled and provides strategies to prevent recidivism, which includes identifying a person the student could talk to if they experience difficulty during their reintegration into the student body. If the student has committed an offense that will not allow them to reenter their school of origin, a notification will be made to let any student(s) who were harmed know that the student has reentered the district; preventing potential post-traumatic triggers from being activated through a chance meeting at a district-related activity. The harmed student(s) should be provided with any social-emotional support deemed appropriate.

C. Procedure for crimes of violence or unlawful sexual behavior

The following procedures will apply when the District receives notification that a student has been charged in juvenile or district court with a crime of violence or unlawful sexual behavior, as those terms are defined by state law.

- The Board or its designee will make a preliminary determination whether it will proceed with an expulsion hearing, based on the following factors:
 - Whether the student has exhibited behavior that is detrimental to the safety or welfare of other students or school personnel.
 - Whether educating the student in school may disrupt the learning environment, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers and other school personnel.
- If it is determined that the student should not be educated in the schools of the District, the District may suspend or expel the student, in accordance with the procedures set forth above.
- Alternatively, suspension or expulsion proceedings may be postponed, pending the outcome of the court proceedings. If the suspension or expulsion proceedings are postponed, the student will not be permitted to return to school during that period. An appropriate alternative education program, including but not limited to an on-line program authorized by state law or home-based education

program, will be established for the student during the period pending the resolution of the juvenile proceedings. The time that a student spends in an alternative education program will not be considered a period of suspension or expulsion.

4. If the student pleads guilty to the charge, is found guilty, or is adjudicated a delinquent juvenile, the Board or designee may proceed to suspend or expel the student following the procedures set forth in these regulations.
5. Information regarding the details of the alleged crime of violence or unlawful sexual behavior will be used by the Board or its designee for the purposes set forth in this policy, but shall remain confidential unless the information is otherwise available to the public by law.

- Revised: March 21, 1996
- Revised: August 13, 1998
- Revised: August 10, 2000
- Revised: September 2, 2004
- Revised: February 8, 2006
- Revised: July 8, 2010
- Revised: June 30, 2011
- Revised: July 27, 2012
- Revised: July 14, 2016

BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Action on Policy Review
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Ongoing review of Board policies to ensure compliance with current laws and regulations and to ensure policies align with practices that best serve the district.

RATIONALE: Board policies are routinely reviewed to ensure that they are current and reflect applicable federal and/or state regulations as well as the needs and processes of the districts.

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
7.04a	DJE	Bidding Procedures	J. Rohr	Update policy, repeal regulation to correct duplication
7.04b	EEA	Student Transportation	G. Hammond	Periodic update
7.04c	EEAEA	Drug and Alcohol Testing for Commercial Drivers/ Licensed Employees	G. Hammond	Align with CASB's sample policy
7.04d	EGAEA	Electronic Communications	J. Litchenberg	Periodic review; no recommended changes
7.04e	GBEBA	Staff Dress	P. Andersen N. Evans	Periodic review; see recommended revisions
7.04f	GBEE	Staff Use of Internet and Electronic Communication	J. Litchenberg S. McDermott	Periodic review; see recommended revisions
7.04g	GBJ	Personnel Records	P. Andersen	Periodic review; see recommended revisions
7.04h	GCQEA	Transitional Retirement Plan	S. McDermott P. Andersen	Periodic review; see recommended revisions
7.04i	IHBA	Special Education Programs for Handicapped/Disabled/ Exceptional Students	Z. Craddock	Periodic review; no recommended changes
7.04j	IHBF	Homebound Instruction	Z. Craddock	Periodic review; no recommended changes
7.04k	JICDD	Violent and Aggressive Behavior	L. Fletcher	Update policy
7.05l	KB	Parent Involvement in Education	P. Coleman	Periodic review, update cross references

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
--	--

BOE Regular Meeting July 14, 2016
Item 7.04 continued

Rock #2 —Research, design and implement programs for intentional <u>community participation</u>	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the District.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion at previous meetings, I move to approve the twelve policies in item 7.04.

REVIEWED BY: Chief Officers

DATE: June 30, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Bidding Procedures
Designation	DJE
Office/Custodian	Finance/Chief Business Officer

~~In order to ensure the District receives the best value, the District will conduct an open and competitive selection process for all single purchases that exceed \$25,000, or for recurring purchases that are expected to exceed \$25,000 total in a fiscal year. The District will select the submission that it feels represents the best overall value to District and recommend that selection to the Board for approval. The Board will review the selection to ensure that the selection process was fair and the recommendation has a justifiable basis.~~

1. All contractual services and purchase of supplies, materials and equipment in the amount of \$25,000 or more over the course of the fiscal year shall be put to bid. This shall not apply, however, to professional services or instructional materials, according to state law. This will also not apply to construction projects. Construction projects in the amount of \$50,000 or more will be put to bid.
 - a. Purchases under \$25,000 may be made in the open market, but shall, when possible, be based on at least three competitive quotations or prices.
 - b. State awards and group purchasing with other State agencies may be utilized in place of bidding for selected items, should that be in the best interest of the District.
 - c. Construction purchases under \$50,000 may be made in the open market, but shall, when possible, be based on at least 3 competitive quotes or prices.
2. All contracts and all open market orders will be awarded to the supplier that offers the best value, taking into consideration the cost and quality of materials or services desired and their contribution to program goals.
3. In addition, the company's past experience with the District will be considered. Those suppliers that have provided inadequate goods or services in the past and those suppliers that have missed deadlines in the past will not be considered a qualified supplier. As such, their bids will not be considered.
4. Suppliers may contact the Purchasing Office to have their names placed on mailing lists to receive invitations to bid.
 - a. When specifications are prepared, the Purchasing Office will notify all merchants and firms who have indicated an interest in bidding.
 - b. With regard to certain materials or services for which bids are required, the Chief Officer or designee may choose to develop a procedure to pre-qualify bidders. In that event, only pre-qualified bidders may submit bids.
5. All bids shall be submitted to bids@d49.org or mailed, in a sealed envelope addressed to the Board.
 - a. All bids must be plainly marked with the bid number and the time of the bid opening.
 - b. Bids will be date and time stamped by the District Purchasing Agent or designee as to when they are received in the District above email inbox or mailbox.
 - c. Bids shall be opened in public by appropriate District officials or employees at the time specified, and all bidders shall be invited to be present.
6. The Board/Chief Officer reserves the right to reject any or all bids, in whole or in part, to waive irregularities or technicalities, and to accept that bid which appears to be in the best interest of the District.

7. The bidder to whom an award is made may be required to submit to the District proof of liability insurance and, when appropriate, proof of workers' compensation insurance, and may be required to enter into a written contract with the District.

- Adopted: November 4, 1999
- Revised: August 9, 2001
- Revised: May 13, 2010
- Revised: July 14, 2016

LEGAL REFS:

- C.R.S. 22-32-109 (1)(b) (*Board required to adopt bidding procedures*)
- C.R.S. 24-18-201 (*Public official's interests in contracts*)

CROSS REFS:

- BCB, Board Member Conflict of Interest
- DJB, Purchasing Procedures
- FEG, Construction Contracts Bidding and Awards



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Transportation
Designation	EEA
Office/Custodian	Operations/Director of Transportation

Overview of District's Transportation Policy Student Transportation

The District's transportation program ~~has been~~ will be designed to transport students living within District boundaries utilizing magnet stops in an safe efficient, ~~safe~~ and economical manner. The transportation program shall comply with all Federal and State legal requirements, Board policies, and will develop and implement internal procedures and rules necessary to conduct this program.

The provision of regular education transportation service for students in the State of Colorado is not a legal requirement. Each local school board has the authority to establish the level of transportation services for its individual school district.

The District will impose fees for transportation with the following exceptions:

- Any Special Education student who has transportation identified as a related service on their Individualized Education Plan (IEP);
- any student eligible for reduced price or free lunches as determined by federal regulations; or
- Any District identified homeless student.

The District has no established walk zones. Eligibility for regular education students to ride is based on payment of the fee. Transportation may be provided if, in the opinion of the Board, extreme hardship or dangerous conditions prevail.

General responsibility for the transportation system is vested in the Transportation Director. All other people engaged in the transportation program are responsible to that administrator.

It shall be the duty of the Transportation Director to provide the Board with regular reports and information regarding the efficiency and conduct of the transportation program.

~~This policy is designed to implement the guidelines for walkers and riders as determined by the School Board. It shall be used as a tool to help determine student eligibility for District-provided transportation services.~~

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

In the event the Board determines that the unreimbursed expenses associated with providing student transportation are impacting the budget for instructional programs, the Board may explore opportunities to offset those costs through imposition of a transportation fee in accordance with state law.

Alternatively, the district may submit to the voters the question of whether to impose a mill levy increase for the payment of excess transportation costs in accordance with state law. If the mill levy increase is approved, the revenues shall be deposited in the transportation fund.

- Revised: April 7, 2005 (previously three separate policies: EEA, EEAA, and EEAC)
- Revised: November 3, 2005
- Revised: August 12, 2010 (returning to three separate policies, EEA, EEAA and EEAC)
- Revised: Temporary Revision: August 11, 2011
- Revised: August 24, 2011
- Revised: July 14, 2016

LEGAL REFS:

- C.R.S. 22-32-110 (1)(a) (*hold real property in name of district*)
- C.R.S. 22-32-113 (*transportation of pupils and imposition of fee for excess transportation costs*)
- C.R.S. 22-32-114 (*transportation by parents of own children*)
- C.R.S. 22-51-101et seq. (*Public School Transportation Fund*)
- 20 U.S.C. 1116 (*choice options contained in No Child Left Behind Act of 2001*)

CROSS REFS:

- DEA, Fund from Local Tax Services
- EEA, subcodes, (all relate to the district's transportation program)
- EFC, Free and Reduced Price Food Services
- JFBA, School Choice/Open Enrollment Transfer Policy
- JQ, Student Fees, Fines and Charges
- LBD-R, Relations with District Charter Schools

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Drug and Alcohol Testing for Commercial Drivers/Licensed Employees
Designation	EEAEAA
Office/Custodian	Operations/Director of Transportation

In accordance with Federal law and regulations, the District shall be responsible for implementing a drug and alcohol testing program for all employees and prospective employees who are required to hold a commercial driver's license as a condition of hiring or continued employment. The purpose of the testing program shall be to help prevent accidents and injuries resulting from the misuse of alcohol and controlled substances by CDL drivers (in accordance with federal regulations).

Prohibited conduct

Drivers shall be prohibited from any alcohol misuse that could affect performance on the job, including use on the job, use during the eight (8) hours before driving, having prohibited concentrations of alcohol in their systems while driving, and use during eight hours following an accident.

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

Required testing

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

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

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

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

Consequences if testing indicates drug or alcohol misuse

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

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

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

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

Record retention

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

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

Other provisions

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

- Adopted: December 15, 1994
- Revised: March 4, 1999
- Revised: November 11, 2010
- Revised: July 14, 2016

LEGAL REFS:

- 49 U.S.C. §2717 et seq. (*Omnibus Transportation Employee Testing Act of 1991*)
- 49 C.F.R. Part 40 (*procedures for transportation workplace drug and alcohol testing programs*)
- 49 C.F.R. Part 382 (*controlled substance and alcohol use and testing*)
- 49 C.F.R. Part 391 (*qualification of drivers*)
- C.R.S. 25-1.5-106(12)(b) (*possession or use of medical marijuana n or on school grounds or in a school bus is prohibited*)
- C.R.S. 42-2-401 et seq. (*Commercial Driver's License Act*)

CROSS REFS:

- EEAEA, District Employee/Driver Requirements, Training, and Responsibilities
- GBEC, Alcohol and Drug-Free Workplace
- GDQD, Discipline, Suspension, and Dismissal of Support Staff



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Electronic Communications
Designation	EGAEA
Office/Custodian	Education/Technical Coordinator

Electronic communication is the transmittal of a communication between two or more computers or other electronic devices, whether or not the message is converted to hard copy format and whether or not the message is viewed upon receipt. Electronic communication includes all electronic messages that are transmitted through a local, regional or global computer network.

All District electronic communication systems are owned by the District and are intended for the purpose of conducting official District business only. District electronic communication systems are not intended for personal use by District employees. Employees shall have no expectation of privacy when using District electronic communication systems.

Electronic communication sent or received by the Board of Education, the District or District employees may be considered a public record subject to retention under state or federal law. Such electronic communication may also be subject to public disclosure or inspection under the Colorado Open Records Act.

Whenever the District is a party in litigation or reasonably anticipates being a party in litigation, Board members and District employees in possession of electronic documents, e-mail and/or other evidence relevant to the litigation or reasonably anticipated litigation shall retain all such documents, e-mails and other evidence until otherwise directed by the Executive Officer of Education Services or designee.

To ensure compliance with applicable law and District policy, the District retains the right to review, store and disclose all information sent over the District electronic communication systems for any legally permissible reason, including but not limited to determining whether the information is a public record, whether it contains information discoverable in litigation and to access District information in the employee's absence.

Upon sending or receiving an electronic communication, all users shall segregate or store those communications that are public records. Public records are those that evidence the District's functions, policies, decisions, procedures, operations or other activities of the District or that contain valuable District data.

Electronic communication on District computers or District electronic communication systems shall be retained only as long as necessary. Such electronic communication shall be deleted on a routine basis unless otherwise required to be retained by District policy or state or federal law.

The custodian of records for the District shall assist the public in locating any specific public electronic records requested and shall provide public access to public electronic records in accordance with state law. The District's records custodian shall also be responsible for assisting the District's schools and other sites in complying with record retention requirements.

District employees may be subject to disciplinary action for violation of this policy.

- Adopted: March 4, 1999
- Revised: May 8, 2008
- Revised: November 17, 2010
- Revised: January 10, 2013
- Reviewed: July 14, 2016

LEGAL REFS:

- C.R.S. 24-72-203(1)(b)(I) (*district must adopt policy regarding the retention, archival and destruction of electronic records*)
- C.R.S. 24-72-204.5(*district must adopt policy on monitoring of electronic mail*)
- C.R.S. 24-80-101 et seq.(*State Archives and Public Records Act*)

CROSS REFS:

- EHB, Records Retention
- GBEE, Staff Use of Internet and Electronic Communications
- GBJ, Personnel Records/Files
- JRA/JRC, Student Records/Release of Information on Students
- JS, Student Use of Internet and Electronic Communications
- KDB, Public's Right to Know/Freedom of Information

Title	Staff Dress, Accessories and Grooming
Designation	GBEBA
Office/Custodian	Business/Director of Human Resources

~~Falcon~~ School District #49's ~~mission strives is~~ to create the conditions where all students are able to develop the skills, knowledge, and understanding necessary to be successful, competent, and productive citizens. Student performance, achievement, and preparation for lifetime success are positively affected by the professional appearance of our staff.

The professional appearance of staff members not only reinforces the shared vision of the district~~Falcon School District~~ and their identity as highly motivated professionals working toward a common mission, but also strengthens ~~their morale, sense of professionalism, and~~ the community attitude toward the district~~Falcon School District~~.

Therefore, the Board expects that ~~D~~during the workday and at all work-related activities, employees shall adhere to a professional standard of dress and shall be neat and clean in appearance and free of holes, tears and stains. Examples of professional attire include, but are not limited to, collared shirts, dress slacks, ties, dresses and coordinated separates. The principal or immediate supervisor has the final authority to decide what is professional attire.

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 or in business office environments:

1. Shorts except ~~for business suits with knee-length shorts and shorts~~ for Physical Education or special events when appropriate.
2. Sunglasses, ~~and~~ hats or head coverings (scarves, do-rags etc.) inside the building.
3. Rubber flip-flop shoes ~~s-thongs (flip-flops)~~ or bedroom slippers.
4. Athletic wear such as jogging suits, sweat pants, yoga pants or hoodies, except for Physical Education or special events when appropriate.
5. Skirts and dresses shorter than ~~mid-thigh~~ two inches above the knee.
6. Underwear as outer wear.

7. Inappropriately sheer, excessively tight or form fitting, revealing or low-cut clothing (e.g., midriffs; halter tops; backless clothing; tube tops; garments made of fishnet, mesh, or similar material; muscle tops, spaghetti strapped shirts or dresses, sagging pants, etc.). Clothing must not ~~that~~ bare or expose private parts of the body, or permits undergarments to be exposed.

8. Tank tops or other similar clothing with straps narrower than two inches in width.

9. Leggings/jeggings that are not appropriately covered by a top that comes to mid-thigh.

7.

8. Bib overalls or jeans. See Spirit Friday below for exceptions.

10.

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

11.

- Refer to drugs, tobacco, alcohol, or weapons.

- Are sexually suggestive.

- Are violent, obscene, profane, vulgar, lewd, indecent, plainly offensive, or legally libelous.

- Create a safety hazard or threaten the safety or welfare of the employee or any other person.

- Promote any illegal activity.

- Are generally offensive, controversial, disruptive or otherwise distracting.

- Are overtly commercial, contains political, personal or offensive messages.

-

- ~~Otherwise disrupt the teaching-learning process.~~

- ~~Body piercing jewelry and hair color should match the student code of the building and must be consistent with the necessity to present a professional appearance.~~

- ~~Tattoos must be appropriate in content and in keeping with a professional image or must be covered.~~ Body piercing jewelry and hair color should match the student code of the building and must be consistent with the necessity to present a professional appearance.

1. Tattoos must be appropriate in content and in keeping with a professional image or must be covered.

All rules regarding dress and appearance that apply to students apply to adults.

Principals and other administrative supervisors are expected to counsel employees whom they supervise on matters regarding professional appearance in conformance with this policy and to administer appropriate corrective action if. ~~Should the employees fail to conform to the policy, disciplinary ne may be forthcoming action may occur.~~

Exceptions

~~A principal or administrative supervisor may allow or deviate from this policy for staff to meet the needs of his or her specific division, school, job duties or work site for an appropriately specified purpose.~~

~~Personnel who teach/work in areas where the environment can cause damage to clothing are permitted to deviate from the policy as long as they maintain an appropriate appearance. Exceptions may be made to this policy for religious or medical grounds. Reasonable accommodations may be made for employees' religious beliefs and disabilities whenever possible, consistent with business necessity to present a professional appearance. Questions or complaints that cannot be handled to an employee's satisfaction by his or her supervisor or manager should be taken to the Human Resource Department.~~

Grooming and Hygiene

Employees are expected to meet hygiene requirements during regular business hours for the duration of their employment. Every employee is expected to practice daily hygiene, to include oral hygiene, such as frequent showers or baths and good grooming habits as set forth in further detail below.

- Hair should be clean and neatly trimmed or arranged. Sideburns, mustaches, and beards should be neatly trimmed.
- Make-up must be moderate and professional.
- Recognizing that employees, students and visitors may have sensitivities or allergies to fragrant products, including but not limited to perfumes, colognes, fragrant body lotions or hair products. Fragrant products that may be offensive to others should be used in moderation out of concern for others in the workplace.
- Hands and nails should be clean and conservatively manicured.
-

Spirit Friday

Staff are permitted to wear more casual attire including non-tattered non-faded jeans but are encouraged to wear clothing promoting their school or the District. All other elements of the dress code still apply. Exceptions may be made by the principal.

Exceptions

A principal or administrative supervisor may allow or deviate from this policy for staff to meet the needs of his or her specific division, school, job duties or work site for an appropriately specified purpose.

Personnel who teach/work in areas where the environment can cause damage to clothing are permitted to deviate from the policy as long as they maintain an appropriate appearance.

Exceptions may be made to this policy for religious or medical grounds. Reasonable accommodations may be made for employees' religious beliefs and disabilities whenever possible, consistent with business necessity to present a professional appearance. Questions or complaints that cannot be handled to an employee's satisfaction by his or her supervisor or manager should be taken to the Human Resource Department.

- Adopted: January 11, 2001
- Revised: November 11, 2010
- Revised: July 14, 2016

LEGAL REFS:

- C.R.S. 22-32-109 (1)(cc) (Districts required to have staff dress code)

CROSS REFS:

- ~~GBEB, Staff Conduct (and Responsibilities)~~
- JICA, Student Dress Code



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Staff Use of the Internet and Electronic Communications
Designation	GBEE
Office/Custodian	Education/Technical Coordinator

As used in this policy, the term electronic device means any district-owned device, computer, computer system and/or mobile device to include tablets, phones, and wearable technologies either assigned to an employee or in use by an employee in a shared environment.

The ~~Internet~~, ~~a global computer network sometimes referred to as the World Wide Web~~, and electronic communications ~~(e-mail, chat rooms and other forms of electronic communication)~~ have vast potential to support curriculum, ~~and learning~~ and business activities. The Board of Education believes they should be used in schools as a ~~learning~~ resource to educate, ~~and to inform~~ and to conduct day to day business. Electronic communication is the transmittal of a communication between two or more computers or other electronic devices, whether or not the message is converted to hard copy format and whether or not the message is viewed upon receipt. Electronic communication includes all electronic messages that are transmitted through a local, regional or global computer network. Examples of electronic communication are e-mail, fax, chat rooms and social media platforms.

District ~~computers, electronic devices and computer systems~~ are owned by the district and are intended for educational purposes and district business at all times and not intended for personal use. Therefore, employees are advised to limit their personal use of ~~D~~district electronic communication systems and district-owned electronic devices to break times and lunch periods and with supervisor approval.

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

The Board believes the educational opportunities inherent in these tools far outweigh the possibility that users may procure material not consistent with the education goals of the ~~D~~district. However, the ~~Internet~~ and electronic communications are fluid environments in which users may access materials and information from many sources. Staff members shall take responsibility for their own use of ~~D~~district owned electronic computers devices and computer systems to avoid contact with material or information that violates this policy.

Blocking or filtering obscene, pornographic and harmful information

To protect students from material and information that is obscene, pornographic or otherwise harmful to minors, as defined by the Board, a system has been installed to block or filter such material and information from being accessed. ~~on all District computers having Internet or electronic communications access. Staff members will be held accountable for accessing obscene, pornographic or other harmful matter to minors if accessed on a district owned device even if accessed from a non-district network such as a personal or private network.~~ The blocking or filtering system may be bypassed by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by staff members over the age of eighteen (18).

No expectation of privacy

District ~~computers, electronic devices and computer systems~~ are owned by the ~~D~~district and are intended for educational purposes and ~~D~~district business at all times. Staff members shall have no expectation of privacy when using the ~~I~~internet or electronic communications. The ~~D~~district reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of ~~D~~district ~~computers and computer systems~~ district owned electronic devices, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information created, accessed, copied, transmitted, received, stored, and downloaded, even if deleted, through ~~D~~district computers and ~~computer systems and electronic networks~~ shall remain the property of the school ~~d~~District.

Public records

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

Unauthorized and unacceptable uses

Staff members shall use ~~D~~district ~~computers, electronic devices and computer systems~~ in a responsible, efficient, ethical and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of ~~D~~district ~~computers and computer systems~~ owned electronic devices cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

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

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- that contains pornographic, obscene or other sexually oriented materials, either as pictures, ~~or~~ writings, videos or any other medium, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, gender identity, marital status, disability or handicap
- for personal profit, financial gain, gambling, advertising, commercial transaction or political purposes
- that plagiarizes the work of another without express consent
- that uses lewd, inappropriate or profane language ~~likely to be offensive to others in the school community~~
- that is knowingly false or could be construed as intending to purposely damage another person's reputation or the goodwill of the district
- in violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret
- that contains personal information about themselves or others protected by confidentiality laws
- using another individual's Iinternet or electronic communications account
- that impersonates another or transmits through an anonymous remailer
- that would incur any unauthorized expense to the district

- that contains “chain” email content, jokes, political or spiritual/religious inspirations or references that a reasonable person would find offensive

Security

Security on ~~D~~district ~~electronic devices computer systems is~~ is a high priority. Staff members who identify a security problem while using the ~~I~~internet or electronic communications must immediately notify an ~~system~~ administrator. Staff members should not demonstrate the problem to other users. Logging on to the ~~i~~Internet or electronic communications as a system administrator is prohibited, unless given specific permission to do so.

Staff members shall not:

- use another person's password or any other identifier
- provide or through inaction, allow their password to be used by another person
- gain or attempt to gain unauthorized access to district ~~computers, electronic devices, or~~ computers systems or cloud based technology services
- subvert or attempt to subvert any security controls in place on any district or other ~~computer, electronic device, or~~ computer system or network services
- read, alter, delete or copy, or attempt to do so, electronic communications of other system users
- connect any unauthorized device or component physically or wirelessly to any district ~~computer, electronic device,~~ computer system or network
- withhold knowledge that another person has connected any unauthorized device or component physically or wirelessly to any district ~~computer, electronic device, computer system or network~~
- carelessly handle any district ~~computer-owned electronic device~~ such that it becomes subject to physical damage, loss, or theft

Any staff member identified as a security risk, or as having a history of problems with ~~other computer district owned electronic devices systems,~~ may be denied access to the ~~I~~internet and electronic communications and may be subject to disciplinary and/or legal action. Staff members with a history of damage to computer district owned electronic devices and/or equipment may be provided a less expensive computer electronic device capable of fulfilling their responsibilities as defined by their job description to minimize further financial impact to the district.

Confidentiality

Staff members shall not access, receive, transmit or retransmit material regarding students, parents/guardians or ~~D~~district employees that is protected by confidentiality laws. If material is not legally protected but is of a confidential or sensitive nature, great care shall be taken to ensure that only those with a "need to know" are allowed access to the material. Staff members shall handle all employee, student and ~~D~~district records in accordance with policies GBJ (Personnel Records and Files), JRA/JRC (Student Records/Release of Information on Students) and EGAEA (Public Electronic Mail Records).

Disclosure of confidential student records, including disclosure via electronic mail or ~~other~~ telecommunication systems, is governed by the Family Educational Rights and Privacy Act (FERPA). Therefore, the sharing of student records, pictures, ~~or~~ other confidential information with persons or agencies outside the ~~D~~district via e-mail or other electronic communications is prohibited without prior written consent of the student's parent/guardian, unless disclosure is under an exception to FERPA (See policy JRA/JRC, Student Records/Release of Information on Students for detailed information on student records and FERPA). Student records and other confidential information may be shared with other ~~D~~district staff members via e-mail or other

electronic communications, as long as the staff member with whom the records are shared has a legitimate educational interest in the student and the records are shared for a legitimate educational purpose.

Any student records maintained on ~~d~~District ~~technology~~data system, including on the electronic mail system or in any other electronic format are part of the student's record and, as such, are available for parent/guardian review and must be maintained in accordance with FERPA requirements. It is imperative that staff members who share confidential student information via electronic communications understand the correct use of the technology, so that confidential records are not inadvertently sent or forwarded to the wrong party. Staff members who use e-mail or other electronic communications to disclose student records or other confidential student information in a manner inconsistent with FERPA requirements may be subject to disciplinary action.

Vandalism

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

Unauthorized software

Staff members are prohibited from using or possessing any software that has been downloaded or is otherwise in the user's possession without appropriate authorization, registration and payment of any fees owed to the software owner. Staff members are prohibited from signing in to app stores or adding personal accounts to district owned devices ~~computer~~ or computer systems that will be used by students and/or are not assigned specifically to the staff member by serial number.

Staff member use is a privilege

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

Staff members shall be required to sign the District's Acceptable Use Agreement upon hire and when ~~this policy~~ ~~or~~ the Acceptable Use Agreement is revised before Internet or electronic communications accounts shall be issued~~s~~ or access shall be allowed.

~~D~~School District 49 makes no warranties

The ~~d~~District makes no warranties of any kind, whether expressed or implied, related to the use of ~~D~~district ~~computers~~owned electronic devices and computer systems, including access to the ~~I~~Internet and electronic communications services and any data both personal and professional, either physically on the ~~computer~~electronic devices or stored on a district managed cloud service. Providing access to these services does not imply endorsement by the ~~D~~district of the content, nor does the ~~D~~district make any guarantee as to the accuracy or quality of information received.

The District shall not be responsible for any damages, losses or costs a staff member suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the staff member's own risk.

- Adopted: March 4, 1999
- Recoded: August 28, 2001 (*previously File: EHD*)
- Revised: January 10, 2002
- Revised: May 8, 2008
- Revised: August 11, 2011
- [Revised July 14, 2016](#)

LEGAL REFS:

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

CROSS REFS:

- AC, Nondiscrimination/Equal Opportunity
- EGAEA, Electronic Communication
- GBJ, Personnel Records and Files
- JRA/JRC, Student Records/Release of Information on Students



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Personnel Records and Files
Designation	GBJ
Office/Custodian	Business/Director of Human Resources

The Director of Human Resources is authorized to develop and implement a comprehensive and efficient system of personnel records under the following guidelines:

1. A personnel folder for each administrative, licensed, and education support employee shall be accurately maintained in the District administrative office. Personnel records shall include home addresses, telephone numbers, salary and benefit information and other information maintained because of the employer-employee relationship.
 2. All personnel records of individual employees shall be considered confidential except for the information listed below. They shall not be open for public inspection. The Director of Human Resources or designees shall take the necessary steps to safeguard against unauthorized access or use of all confidential material.
 3. Employees shall have the right, upon request, to review the contents of their own personnel files, with the exception of references and recommendations provided to the District on a confidential basis by universities, colleges or persons not connected with the District.
 4. Personnel records shall be available upon request to members of the Board of Education. While Board members have legal authorization under state law to access school district records, the Board believes that it is in the best interests of the district for the Board to act as a whole when accessing district records and for individual Board members to access district records when the records will assist the Board in performance of its responsibilities.
 5. The following information in personnel records and files shall be available for public inspection:
 - a. Applications of past or current employees
 - b. Employment agreements
 - c. Any amount paid or benefit provided incident to termination of employment
 - d. Performance ratings except for evaluations of licensed personnel as noted below
 - e. Any compensation including expense allowances and benefits
 6. The evaluation report of licensed personnel and all public records used in preparing the evaluation report shall be confidential and available only to those permitted access under state law. Portions of the Chief Officers' evaluations shall be open to public inspection, in accordance with state law.
 7. District employees' home addresses and telephone numbers shall not be released for general public or commercial use.
 8. District employees' medical records shall be kept in separate files and shall be kept confidential in accordance with applicable law and District Board policy.
- Adopted: April 21, 1977
 - Revised to conform with practice: date of manual adoption

- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: December 9, 2010
- Revised: September 8, 2011
- Revised: January 10, 2013
- Revised: March 13, 2014
- Revised: May 14, 2015
- Reviewed: July 14, 2016

LEGAL REFS:

- C.R.S. 22-9-109 (*licensed personnel evaluations - exemption from public inspection*)
- C.R.S. 22-32-109.1(9) (*immunity provisions in safe schools law*)
- C.R.S. 24-19-108(1)(c) (*exceptions to public records*)
- C.R.S. 24-72-201 et seq. (*Colorado Open Records Act*)

CROSS REFS:

- CBB, Recruitment of Superintendent
- GCF, Professional Staff Recruiting/Hiring
- KDB, Public's Right to Know/Freedom of Information



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Transitional Retirement Plan
Designation	GCQEA
Office/Custodian	Business/Director of Human Resources and Finance

Licensed employees who have worked for ~~Falcon~~ School District 49 a minimum of five (5) years and who are qualified for Public Employees' Retirement Association (PERA) benefits may apply for one (1) additional year of employment after retirement. This plan is known as the 110-140 day plan because PERA restricts the number of hours (converted into days) that an individual can work for a PERA employer while they are receiving PERA retirement benefits.

The 110-140 day limitation applies to each calendar year after the retirement has begun.

- Adopted: June 27, 2001
- Reviewed: December 10, 2009
- Revised: November 14, 2013
- Revised: July 14, 2016

LEGAL REFS:

- C.R.S. 22-64-111 (*Employment after retirement*)

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Special Education Programs for Handicapped/Disabled/Exceptional Students
Designation	IHBA
Office/Custodian	Education/Executive Director of Individualized Education

In keeping with the intention of the state of Colorado to offer educational opportunities to all students which will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal law.

- Adopted: November 3, 1977
- Revised to conform with practice: date of manual adoption
- Revised to conform with practice: date of manual revision
- Revised: September 7, 2000
- Reviewed: July 8, 2010
- Reviewed: July 14, 2016

LEGAL REFS:

- 20 U.S.C. §1401 *et seq.* (*Individuals with Disabilities Education Act, P.L. 94-142*)
- 29 U.S.C. §701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)
- C.R.S. 22-7-1006.3 (3)(c) (*reporting of alternate assessments*)
- C.R.S. 2—7-1006.3 (3)(d) (*assignment of scores on statewide assessments for students with disabilities*)
- C.R.S. 22-20-101 *et seq.* (*Exceptional Children's Educational Act*)
- 1 CCR 301-8, Rules 2220-R-1.00 *et seq.* (*Rules for the Administration of the Exceptional Children's Educational Act*)

CROSS REFS:

- AEA, Standards Based Education
- IHBIB, Primary/Preprimary Education
- JHD-E, Exclusions and Exemptions from School Attendance
- JK-2, Discipline of Students with Disabilities



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Homebound Instruction
Designation	IHBF
Office/Custodian	Education/Executive Director of Individualized Education

The purpose of homebound instruction is to maintain continuity in the educational process for those students who, because of a temporary extended illness or condition, cannot attend school. Homebound instruction shall not be used in lieu of the student's normal educational placement.

The District shall provide instruction, as appropriate, for students confined to their home or hospitalized upon the request of parents/guardians and with the approval of the family physician.

1. In each instance the physician must certify that the student will be unable to attend school for the length of time specified and that he or she is capable of receiving home instruction. The physician also shall be asked to give an estimate of the probable length of the student's convalescence.
2. A parent/guardian should request the homebound/hospital instruction as soon as it is determined that the student's condition will require it so that instruction may begin as soon as the student is able to receive services.

Homebound instruction, although correlated with what the student is missing in the classroom, shall be geared to the student's needs and what the student is capable of doing during the period of convalescence. Textbooks and supporting materials shall be provided by the appropriate school.

The principal or counselor shall determine how many hours of weekly instruction students shall receive.

Preference shall be given to regular staff members and particularly to the student's own teacher(s) when they wish to serve as homebound instructors. They shall be paid an hourly rate established annually by the administration.

- Adopted: August 12, 2010
- Reviewed: July 14, 2016

LEGAL REF:

- C.R.S. § 22-33-104(2)(i) (*compulsory school attendance*)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Violent and Aggressive Behavior
Designation	JICDD
Office/Custodian	Education/Director of Culture & Services

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.

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

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. It is also permissible for students to make an anonymous report using the Safe-to-Tell notification system. 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.

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 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.~~ 3. Verbal abuse. Includes, but is not limited to, swearing, screaming, obscene gestures, or threats directed,
3. orally (including by telephone), or in writing, or electronically (e.g. email, messaging, social media, etc.), 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, or electronic (e.g. email, messaging, social media, etc.) coercion in order to obtain financial or material gain from others.
6. Bullying. As described in the Board's policy on bullying prevention and education.
7. Gang activity as described in the Board's secret societies/gang activity policy.

- ~~8.~~ Sexual harassment or other forms of harassment as described in the Board's sexual harassment policy and
- ~~8.~~ 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, gender identity, 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
- Revised: July 14, 2016

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



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Parent Involvement in Education
Designation	KB
Office/Custodian	Education/Executive Director of Learning Services

The Board of Education believes that the education of each student is a responsibility shared by the school as well as parents. The Board recognizes the need for a constructive partnership between the District and parents that provides for two-way communication and fosters educational support for students and parents. In this policy, the word “parent” also includes guardians and other members of a student’s family involved in the student’s education.

In keeping with these beliefs, it is the intention of the District to cultivate and support active parental involvement.

To that end all District schools shall:

1. Consult with and encourage parents to share in school planning and in the setting of objectives through the School Accountability Committees (SAC).
2. Help parents understand the educational process and their role in supporting student achievement.
3. Inform parents of school choices within the District, including but not limited to, information on open enrollment, choice programs and charter school options.
4. Provide opportunities for parents to be informed about their student’s progress toward attaining proficiency on state and District content standards.
5. Provide appropriate avenues for parents to find support in their role.
6. Encourage formal organizations for parents at each school building as well as at the District level.
7. Provide information related to school and parent programs, meetings and other activities to the parents of all children in a format and, to the extent practicable, in a language the parent can understand.
8. Provide such other reasonable support for parental involvement activities as parents may request.

The Board also recognizes the special importance of parental involvement to the success of its Title I and Limited English Proficient (LEP) programs and directs the Chief Education Officer or designee to ensure that the District and schools jointly develop with parents written parent involvement policies that meet the requirements of federal law.

- Adopted: August 12, 2010
- Revised: October 27, 2011
- Reviewed: July 14, 2016

LEGAL REFS:

- C.R.S. 22-7-301 et seq. (*measures to increase parental involvement in public education*)

- C.R.S. 22-11-302 (1)(g) (*duties of the district accountability committee include increasing parent engagement*)
- C.R.S. 22-11-402 (1)(h) (*duties of the school accountability committees include increasing parent engagement*)
- C.R.S. 22-30.5-109 (*publicity regarding educational options*)
- C.R.S. 22-32-142 (1) (*board must adopt parent engagement policy and identify a district employee to act as “point of contact”*)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishments
- AEA, Standards Based Education
- IHBIB, Primary/Preprimary Education
- KB, Public Information and Communications
- KBA, Title I Parent and Family Engagement
- KBA-E, Title I Parent Involvement
- KD, Public Information and Communications

BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Paul A. Coleman, Coordinator of Title Programs Compliance
TITLE OF AGENDA ITEM:	KBA, KBA-E District Title I Parent and Family Engagement
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Title I, Part A of the Elementary and Secondary Education Act of 1965 requires each school district that receives Title I, Part A funds to develop and distribute to parents and families of students receiving services paid through Title I, Part A, a written parent and family engagement policy that describes:

- Parent and family involvement with Title I
- District support for parent and family engagement
- The coordination of parent and family engagement activities with other district programs that support parents and families
- The coordination of parent and family engagement activities with student learning
- School-based parent and family engagement activities
- Methods of communicating with parents and families
- The annual evaluation of the content of the parent and family engagement policy
- The development of the school-level Title I parent and family engagement policies

RATIONALE: The Board recognizes the need for a constructive partnership between the District and parents that provides for two-way communication and fosters educational support for students and parents. Furthermore, with the acceptance of ESEA Title I, Part A funds, a Title I parent and family engagement policy must be adopted by the Board.

RELEVANT DATA AND EXPECTED OUTCOMES: This policy will provide parents, families, and District staff a framework for engaging parents and families of students served under Title I, Part A.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	This policy was created for the purpose of building the capacity of parents and families of participating Title I schools to help their children achieve to high standards.
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve policy KBA and KBA-E as recommended by the Administration.

APPROVED BY: Amber Whetstone, Executive Director of Learning Services

DATE: 7/1/16

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Title I Parent and Family Engagement
Designation	KBA
Office/Custodian	Education/Executive Director of Learning Services

The Board of Education, pursuant to its authority under Colorado law, hereby adopts this policy. Pursuant to federal law, the district and the parents and families of students participating in Title I district programs have jointly developed the following parent and family engagement policy. The policy shall be implemented by the Chief Education Officer or designee according to the timeline set forth in the policy and incorporated into the district's Title I plan.

Involvement with Title I planning

The district shall ensure that Title I schools will conduct an annual meeting for parents and families of students in Title I schools, as well as school staff, principals of schools receiving Title I funds, and other interested persons to discuss the Title I program plan, review implementation of the Title I plan, discuss how Title I funds allotted for parent and family involvement activities shall be used, and invite suggestions for improvement.

District support for parent and family involvement

The district shall provide coordination, technical assistance, and other support necessary to assist participating schools in building the capacity for strong parent and family involvement to improve student academic achievement and school performance.

This coordination, assistance, and support shall include:

- The district will include family and community engagement as one of the four “Big Rocks” of the District 49 Strategic Plan.
- The district will provide technical support to leadership teams in Title I schools as they develop and evaluate the family and community plan as a part of their annual school improvement process.
- The district will review and monitor the implementation of each Title I school's family and community engagement plan during regularly scheduled site visits. (These visits will take place at least once per year).
- The district will create partnerships with various community agencies so schools can help their parents know and access available services and resources.
- The district will provide an annual allocation from Title I funds to support parent and family engagement activities at each Title I school.
- The district will communicate to schools the importance of creating and maintaining a welcoming atmosphere for parents and families.
- The district will support Title I schools in their efforts to eliminate language barriers as they communicate with families.

The district shall develop and implement a district professional development plan to enhance the skills of teachers, pupil services personnel, principals, and other staff in:

- Understanding the value and utility of contributions of parents and families
- Strategies for communication and collaboration with parents and families as equal partners
- Implementing and coordinating parent programs
- Building ties between parents and the school

Coordination of parent and family engagement activities with other district programs

The district shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with district preschool and other programs; and conduct other activities that encourage and support parents and families in more fully participating in the education of their students.

The district will convene an annual meeting of staff involved in these programs to ensure coordination of effort in parent involvement activities. Notices and written communication about these programs will be distributed so parents and families know what opportunities and options are available to them and their children.

Student learning

The district shall coordinate and integrate Title I parent and family engagement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying barriers to greater participation by parents and families in activities authorized by law, particularly by parents and family members who:

- Are economically disadvantaged
- Have disabilities
- Have limited English proficiency
- Have limited literacy
- Are persons of color
- Are parents of immigrant and migratory children

Each Title I school, through the process of developing and evaluating their family and community plan annually, will identify any barriers to meaningful participation of parents and families.

The district shall provide to parents, as appropriate, information to help them understand the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor students' academic progress, and how to work with school staff to improve the achievement of students. The district shall develop written materials and training for staff to help parents and families work with students to improve student achievement.

This will be accomplished by:

- Providing support to schools through the Department of Learning Services for conducting training for parents and families to learn about standards, assessments, and improving student achievement.
- Explaining and communicating to parents and families in language that is friendly and understandable.
- Using technology to enhance parent and family access to information.
- Providing brochures and information on ways parents and families can support their child's literacy and mathematical achievement.

School-based parent and family engagement activities

Each Title I school shall encourage parents and families to become involved in activities of the school by:

- Ensuring that communication between home and school is regular, two-way, and understandable.
- Scheduling parent and family functions at different times of the day and different days of the week.
- Welcoming parents and families in the school while seeking and supporting their assistance.
- Encouraging and supporting parents and families in their important role of assisting student learning.
- Providing parents and families with information about services, activities and opportunities offered at the school for them and their children.

Method of communicating with parents and families

All information related to school and parent programs, meetings, and other activities shall be sent to parents and families in a format and, to the extent practicable, in a language the parents can understand.

Annual evaluation

The district shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance.

The evaluation shall specifically address barriers to greater participation by parents and families in activities authorized by law, particularly by parents who:

- Are economically disadvantaged
- Have disabilities
- Have limited English proficiency
- Have limited literacy
- Are of any racial or ethnic minority background
- Are parents of immigrant and migratory children

The district shall use the findings of the evaluation to design strategies for more effective parent and family engagement and to revise, if necessary, this policy.

The district shall provide such other reasonable support for parent and family engagement activities as parents may request.

Development of school-level Title I parent and family engagement policy

Each school receiving Title I funds shall jointly develop with and distribute to parents and families of students participating in the Title I program (hereafter referred to as “parents”) a written school-level Title I parent and family engagement plan agreed upon by the parents in accordance with the requirements of federal law.

The plan shall contain a school-parent compact or agreement that outlines how parents, school staff, and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students.

- Adopted: July 14, 2016

LEGAL REFS:

- 20 U.S.C. 6301 et seq. (No Child Left Behind Act of 2001)
- Title I, Part A, Section 1112 (g) (parent involvement and notifications in districts using Title I funds to provide language instruction to limited English proficient students)
- Title I, Part A, Section 1114 (b)(1)(F) (Schoolwide Reform Program must include strategies to increase parent involvement)
- Title I, Part A, Section 1114 (b)(2) (eligible school that desires to
- operate a schoolwide program must develop a comprehensive reform plan)
- Title I, Part A, Section 1115 (c)(1)(g) (Targeted Assistance Program must include parent involvement strategies)
- Title I, Part A, Section 1116 (a)(1)(D) (school districts receiving Title I funds must review effectiveness of parent involvement actions and activities at schools)

- Title I, Part A, Section 1118 (Title I parent involvement requirements)
- Title I, Part C, Section 1304 (b)(3) (parent involvement and notifications in districts using Title I funds for the education of migratory children)
- Title I, Part F, Section 1606 (a)(7) (Comprehensive School Reform Grant Program parent involvement requirements)
- Title II, Part A, Section 2123 (a)(3)(B)(iv) (preparing and training for highly qualified teachers and principals Grant Program parent involvement provisions)
- C.R.S. 22-7-407 (5) (informing parents about standards-based education)
- C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment
- AEA, Standards Based Education
- IKA, Grading/Assessment Systems
- KD, Public Information and Communications



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Title I Parent Involvement
Designation	KBA-E
Office/Custodian	Education/Executive Director of Learning Services

THIS SAMPLE POLICY IS A TEMPLATE ONLY. PARENTS MUST BE INVOLVED IN DEVELOPING THE DESCRIPTIONS TO BE INSERTED IN THE BLANK LINES.

(School Name)

Parent Involvement Policy

(Compact within)

This compact has been jointly developed and agreed upon by (School Name) staff members and parents of students in the School-wide Title 1 Program

Parent Involvement Beliefs and Policy

The administration, staff, and parents of **(School)** believe that the improved academic achievement of each student is a responsibility shared by the entire school community. This includes the school district, school administration, school staff members, students, community members and parents (as defined for purposes of this policy to include guardians and all members of a student's family involved in the student's education.)

Parent involvement activities in the school will include opportunities for:

- ☐ Effective communication between the school and parents
- ☐ Parents to volunteer and be involved in school activities
- ☐ Staff development and parent education
- ☐ Parents to provide home support for their student's education
- ☐ Parents to participate in school decision-making

Compact

Responsibilities of the School

The school administration and staff will:

- ☐ Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet or exceed the state academic standards
- ☐ Facilitate and implement the district Title 1 Parent Involvement Policy
- ☐ Involve parents in the planning, review and improvement of the School Parent Involvement Policy annually
- ☐ Provide the School Parent Involvement Policy to parents in an understandable format
- ☐ Invite parents to attend information meetings regarding their school's participation in Title 1, the requirements of Title 1 and the right of parents to be involved
- ☐ Inform parents about the goals and purpose of a School-wide Title 1 Program curriculum

used at the school, assessments used to measure progress and expected student proficiency levels

- ☐ Provide materials and training to help parents work with their students to improve academic achievement
- ☐ Advise parents of their student's progress on a regular basis
- ☐ Be readily accessible to parents and provide opportunities for parents to meet with staff to discuss student progress
- ☐ Inform parents of the School-wide Title 1 Parent Involvement Policy and Compact each year and post on school website
- ☐ Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities
- ☐ **Annual Title I meeting will be held on (insert date)**
- ☐ **Annual Title I budget review and planning meeting will be held on (insert date)**
(dinner will be served)

Responsibilities of Parents

Parents will support their student's learning at home by:

- ☐ Ensuring that their child goes to school regularly and is on time each day
- ☐ Monitoring homework - providing a quiet time and place for completion of homework and reading
- ☐ Monitoring television watching
- ☐ Encourage positive use of extracurricular time
- ☐ Attending all parent / teacher conferences
- ☐ Volunteering in the classroom as able
- ☐ Participating in school activities – Title I annual meeting, Open House, Family Literacy and Math Nights, field trips, student programs, parent-teacher conferences, etc. as able
- ☐ Communicating regularly with school staff regarding their student's needs and circumstances
- ☐ Supporting and following all rules, regulations, policies, and procedures of the school and school district

Responsibilities of the Student

Students will support their learning by:

- ☐ Working hard and doing their best in class
- ☐ Listening to and following instructions
- ☐ Staying on task and completing all assignments to the best of their ability
- ☐ Showing respect for self and others
- ☐ Following all school rules, regulations, policies and procedures

Parent/Guardian Signature Date

Parent/Guardian Signature Date

Student Signature Date

Teacher Signature Date

- Adopted: July 14, 2016



BOARD OF EDUCATION AGENDA ITEM 7.06

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Andy Franko, IConnect Zone Leader
TITLE OF AGENDA ITEM:	RMCA Contract Amendment
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Rocky Mountain Classical Academy received contingent approval of its request for authorization to continue operations of their Home School Program for High School students on June 9, 2106. RMCA along with D49 administration wishes for the BOE to consider and approve the amendment to the current charter contract as presented.

RATIONALE:

This amendment will clarify the funding and oversight relationship between RMCA and D49 with regard to this program.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	This priority is significantly served by this action
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: None

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the amendment to the current charter contract with RMCA as presented.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: July 11, 2016

AMENDMENT TO CHARTER SCHOOL CONTRACT

THIS AMENDMENT TO CHARTER SCHOOL CONTRACT ("Contract"), dated this 14th day of July, 2016, is made and entered by and between the FALCON SCHOOL DISTRICT 49 ("School District") and ROCKY MOUNTAIN CLASSICAL ACADEMY ("RMCA").

RECITALS

WHEREAS, the Colorado General Assembly has enacted the Charter Schools Act ("Act"), C.R.S. §§ 22-30.5-101 *et seq.*, for certain purposes as enumerated in § 22-30.5- 102(2) and (3); and

WHEREAS, on December 8, 2005, the School District Board of Education ("Board of Education") approved RMCA's charter application; and

WHEREAS, the School District and RMCA entered into that certain Charter School Contract dated July 1, 2013 (the "Charter School Contract"); and

WHEREAS, on June 9, 2016 the Board of Education conditionally approved RMCA's request to conduct its Home School Support program for high school age students; and

WHEREAS, the Parties now desire to amend the Charter School Contract in accordance with the terms stated herein.

NOW, THEREFORE, in consideration of the foregoing Recitals and their mutual understandings, covenants, and promises, the Parties agree as follows:

AGREEMENT

1. The final sentence of Sub-section 6.1.B of the Charter School Contract is deleted in its entirety and replaced with the following:

Further, pending approval by CDE, RMCA's Home School Support Program (the "HS HS Program") is authorized to extend to high school age students. The HS HS Program is not authorized to provide concurrent enrollment or college credit options. The HS HS Program shall operate in the manner specifically described in the Point Paper On Rocky Mountain Classical Academy (RMCA) Homeschool High School Program (HSHS) attached hereto. Any additional courses which do not specifically fall within the Classical Education Philosophy shall be subject to review and approval by the School District.

2. Section 7.4 of the Charter School Contract is deleted in its entirety and replaced with the following:

Educational Program Characteristics. The District approves and recognizes that RMCA's K-8 program is based on the tenets of Classical Education with

Core Knowledge as the mainstay of its curricula. Any proposed significant changes to the educational program, defined herein as the Core Knowledge curriculum and Classical Approach, or program delivery system described in the Application, or renewal documents, as amended herein, must be submitted to the School District's designee for approval by the Board of Education prior to implementation. RMCA may, without seeking District Board approval, but with the approval of its own Board of Directors, change sub-programs affecting reading, writing, math, or science in RMCA's K-8 program for a three or four year grade span in order to better achieve its academic goals. New courses or curriculum in the HS HS Program are subject to review by the School District administration and School District approval shall be necessary for any courses or programs which are not consistent with the original Point Paper on Rocky Mountain Classical Academy Home School High School Program. The RMCA Board of Directors shall be responsible for deciding the degree of technology integration into its educational programs.

3. Except as modified herein, the Charter School Contract remains in full force and effect in accordance with its terms.

IN WITNESS WHEREOF, the Parties have executed this Contract as of the date first above written.

ROCKY MOUNTAIN CLASSICAL ACADEMY

By: _____
Dr. Scott Cathey, President

Attest:

Secretary

FALCON SCHOOL DISTRICT NO. 49

By: _____
Marie LaVere-Wright, President

Attest:

Secretary, Board of Education

Point Paper

On

Rocky Mountain Classical Academy (RMCA) Homeschool High School Program (HSHS)

Purposes:

1) Provide Zone Leader with RMCA Board of Directors (BoD) signed resolution formalizing the HSHS program for grades 9-12 to secure current charter contract amendment.

2) Provide information pertinent to Zone Leader's presentation to District 49 Board of Directors, including: projected enrollment by grade, projected revenues and expenditures, assessment/evaluation schedule, course descriptions, and qualifications.

1. Motion:

On 19 November 2015, the RMCA BoD passed the following resolution:

"Motion to direct RMCA Administration to approve the Homeschool High School as a program particular to the Homeschool only."

First: Mr. Hayward.

Second: Mr. Stone.

Vote: Ayes carried the motion.

Dr. Cathey: Aye

Dr. Tabor: Aye

Mrs. Awosefaju: Aye

Mr. Cullen: Aye

Mr. Hayward: Aye

Mr. Stone: Aye

Dr. Scott B. Cathey, President
Board of Directors

Date

2. Projected enrollment for each grade, School Year 2016-2017:

Grade Level	Projected Enrollment (.5 factor for FTE)
9	45
10	45
11	10
12	10
Total	110

School Year 2016-17 RMCA HSHS Expected FTE: (Total enrollment) X (.5) =55

3. Projected revenues and expenditures: Note that RMCA's master budget includes all programs and organizes functionally.

Overall RMCA Projected Budget Summary (all sources, FTE all programs, including Home School), By Fiscal Year:

Item	Supplemental 2015	2016	2017	2018	2019	2020
\$Income	7,855,442	9,493,737	10,421,799	10,622,441	10,748,017	11,138,688
\$Expenses	7,568,573	8,745,718	9,487,507	9,596,606	9,794,617	10,011,236
\$Net	286,868	748,019	934,292	1,025,835	953,400	1,127,452

a. HSHS expenses within the master budget "Education" line items include the following: regular salaries, bonuses, benefits, unemployment, retirement health care, curriculum, and books, supplies, and travel.

b. HSHS expenses exist within the master budget for the following line items: 1) integrated education, 2) other general education, 3) co-curricular activities (non-athletic), 4) special education, 5) student support, 6) instructional support, 7) support services general education, 8) school administration, 9) business services, 10) building services, 11) central administration, and 12) risk management.

3. CRS 22-33-104.5(3) (F) School Year 2016-2017 Assessment/evaluation plan:

Grade	Assessment	Optional Assessment Offered to Parents
9	ITBS	PARCC, CMAS
10	ITBS/PSAT	
11	ITBS/SAT/ACT	
12	SAT/ACT	

4. Course Descriptions and Teacher Qualifications, School Year 2016-17.

LANGUAGE ARTS

American Literature and Composition

Grade Levels: 9-12

Length: Year

This course studies American literature and composition by emphasizing student development of higher-level skills in analysis, synthesis, and evaluation through written and oral discussion. Students read and discuss six representative novels and examine major themes that arise repeatedly, such as virtue, courage, freedom, forgiveness, and prejudice. Students write papers on these topics. Additionally, the course considers other American authors of various historical periods. This course includes essay writing, literary analysis, business writing, and grammar review.

World Literature and Composition

Grade Levels: 10-12

Length: Year

This course emphasizes the study of world literature to develop a student's vocabulary, grammar, oral and written communication skills, and critical and analytical thinking. Students become familiar with the general periods of world literature through reading and discussing eight representative novels, examining common threads and themes such as heroism, virtue, ambition, mercy and justice, and revenge. Students learn how to write about the themes, to compare and contrast characters, and other topics. This course has higher expectations for academic work and advanced reading and writing skills.

HONORS MATHEMATICS

Algebra ½

Grade Levels: 9-12

Length: Year

Algebra ½ introduces students to variables, equations, and expressions. Students solve, graph, interpret linear equations, and encounter quadratic equations. Topics covered include the following: simplifying expressions, order of operations, solving equations, graphing and interpreting linear equations, working with radicals, probability, ratio, proportions, and percentages. Students also explore geometric shapes computing and investigating area, perimeter and volume.

Algebra 1

Grade Levels: 9-12

Length: Year

Algebra 1 continues the study of equations, expressions, and functions by emphasizing problem solving and practical application. Topics covered go deeper in simplifying expressions, applying order of operation to the real number system, graphing and interpreting systems of linear and non-linear equations, and inequalities as they apply quadratic equations to life situations. Students use charts, tables, and functions to interpret data, explain rates of change and make predictions. Students factor equations, work with radicals and polynomials, explore the transformations of parent functions of second-degree and higher equations, and study event probability.

Geometry**Grade Levels: 9-12****Length: Year**

Geometry includes the study of two- and three-dimensional figures, including triangles, circles, polyhedron, cones, cylinders, pyramids, prisms and spheres. Students will use inductive and deductive reasoning, conditional statements, and constructions to prove Euclidean theorems involving similarity, triangle congruence, and transformations. Students will use the Pythagorean Theorem, trigonometric functions, lines, circles, theorems, and postulates to solve and model real-world situations.

Algebra 2**Grade Levels: 9-12****Length: Year**

Algebra 2 deepens a student's study of polynomial equations and systems, expanding to include rational, exponential, absolute value, and logarithmic functions with up to three variables. Additional topics include matrices, complex numbers, sequences and series, probability, statistics, and a deeper study of trigonometry, including the unit circle and trigonometric application to all triangles.

Pre-Calculus with Trigonometry**Grade Levels: 9-12****Length: Year**

Pre-Calculus builds upon and delves much deeper into topics covered in Algebra 2 with special emphasis and depth for trigonometric functions, phase shifts, identities, and trigonometric application to all triangles. Additional advanced mathematical concepts and methods include vectors, functions, conic sections, sequences and series, limits, and other topics. Students solve real-world applications with an emphasis on graphing, vocabulary, and technical writing.

SCIENCE**Forensic Science****Grade Levels: 9-12****Length: Year**

Forensic science is a course rich in exploration and laboratory investigations. Students apply multiple disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes.

Biology**Grade Levels: 9-12****Length: Year**

Biology provides crucial background in the life sciences arena. Topics covered include basic cell structure, function and processes, molecular genetics, biotechnology, evolutionary concepts, ecology, microbiology, taxonomy of plants and animals, basic vertebrate and invertebrate biology, basic and human biology and the structure and function of plants and animals. Scientific thinking skills and laboratory experiences, including dissection, are an integral part of this course.

Anatomy and Physiology**Grade Levels: 10-12****Length: Year**

Prerequisite: Successful completion of Biology.

Students study each of the following twelve major body systems: integumentary, muscular, skeletal, nervous, digestive, respiratory, urinary, endocrine, lymphatic, cardiovascular, digestive,

reproductive and immunological, including the basic anatomical make-up and functions of the body's organs. Students accomplish this through classroom time equally divided between lectures, discussions, and hands-on laboratory experiences. The laboratory portion explores body systems through histology, physiological experiments, gross dissections (full organisms and individual organs), and medical case-based learning.

Chemistry

Grade Levels: 10-12

Length: Year

Prerequisite: Successful completion of previous science course and completion of or current enrollment in Algebra 2. Chemistry studies the properties, changes, and interactions of matter. Topics covered include principles of chemical change, chemical formulas, equations and their application, atomic theory, the Periodic Table, acids and bases, phases of matter, solutions, and thermodynamics. There is a significant laboratory component to this course as well as the ability to use mathematics to solve problems.

WORLD STUDIES

United States History

Grade Levels: 9-12

Length: Year

This course surveys American history from the pre-colonial to the present eras. Students develop an understanding of the birth and growth of the United States through reading, investigation, classroom discussion, and in-depth writing, including essays. This is an interdisciplinary course with composition and literature.

World History

Grade Levels: 9-12

Length: Year

This course examines the major developments of world history from ancient civilizations to the modern era through reading, investigation, classroom discussion and advanced writing, including essays. This is an interdisciplinary course with composition and literature.

World Geography

Grade Levels: 9-12

Length: Semester

World Geography develops a view of the world through the study of social structures, culture and heritage, and how people interact with their environment. Emphasis lies upon on geography skills, such as reading maps and navigation. Students study the interrelationships between physical geography (the lithosphere, hydrosphere, atmosphere, and biosphere) and human geography (social structures, culture and heritage, and how people interact with the environment).

U.S. Government and Politics

Grade Levels: 9-12

Length: Semester

This course provides students with an analytical perspective on government and politics in the United States. This course provides students with knowledge of the United States Government, the Constitution, democratic values and principles, processes of American governance, and policy that will enable them to participate effectively in civic life. Students examine fundamental constitutional principles; the organization of government at the federal, state, and local level; the

rights and responsibilities of citizenship; the policy-making process; political parties and elections; comparative government and foreign policy; and the American economic system.

ELECTIVES

Logic I

Grade Levels: 9-12

Length: Semester

Logic is the science of proper reasoning. In this course, students learn the techniques of logic and develop their analytical reasoning skills. They learn to produce valid arguments and to differentiate valid from fallacious reasoning. After mastering foundational concepts such as validity, soundness, and consistency, students explore informal logic, the process of evaluating language-based arguments. They identify common logical fallacies, discern patterns of proper reasoning, and evaluate syllogisms using Venn diagrams.

Economics and Personal Finance

Grade Levels: 10-12

Length: Semester

importance of the rule of law, private ownership, competition, monetary stability, low taxes, and open trade as sources of wealth creation. Students compare and contrast how the political process works relative to markets. Students explain why it often goes awry, and suggest improvements. Among the course's highlights are key elements of sound personal decision-making, including career choice, budgeting, saving, investing, and wise use of credit.

Teacher Qualifications:

History/Composition/Literature: Instructor is highly qualified in both subjects and has a M.A. in U.S. and European History from Regis University.

Government/Economics and Finance/Geography/Logic: Instructor has a B.A. degree in History and Political Science from The Colorado College.

Science: Instructor has a Ph.D. in Veterinary Science from the University of Pennsylvania.

Math: Instructor also teaches at PPCC; currently pursuing a M.S. in Mathematics from Emporia University; B.S. in Mathematics from California Polytechnic University, San Luis Obispo.

BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Barbara Seeley, Executive Assistant to CEO
TITLE OF AGENDA ITEM:	Student Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

VRHS

Girls Basketball tournament in Salina, KS

Departure-6/14/16 Return-6/19/16

18-20 students will attend this trip.

Cost of trip will include transportation, lodging, travel insurance and meals.

The objective of this trip is to have the basketball team compete at an out of state tournament.

Fundraising will not be part of this program.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: July 1, 2016

BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Process Improvement Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: We seek to continuously improve our processes in the district.

RATIONALE: Administrative regulation development and revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
8.02a	DD-R, DD-E-1, DD-E-2	Funding Proposal, Grants and Special Projects	R. Johanson F. Christensen	Add new regulation and exhibits to reflect current practice
8.02b	DJE-R	Bidding Procedures	J. Rohr	Repeal regulation to correct duplication
8.02c	GBJ-R	Personnel Records	P. Andersen	Periodic review; see recommended revisions
8.02d	GCQEA-R	Transitional Retirement Plan	S. McDermott P. Andersen	Periodic review; see recommended revisions
8.02e	IHBA-R	Special Education Programs for Handicapped/Disabled/Exceptional Students	Z. Craddock	Periodic review; no recommended changes
8.02f	JRA-E/ JRC-E	Student Records/Release of Information on Students	L. Fletcher	Recommend repeal; included in JRA-R/JRC-R
8.02g	JRA-E-1/ JRA-E-1	Students Records/Release of Information on Students	L. Fletcher	Periodic review; minor revisions
8.02h	JRA-E-2/ JRA-E-2	Students Records/Release of Information on Students	L. Fletcher	Periodic review; minor revisions
8.02i	JRA-E-3/ JRA-E-3	Students Records/Release of Information on Students	L. Fletcher	Periodic review; minor revisions Use district photo/image release form
8.02j	JRA-R/ JRA-R	Students Records/Release of Information on Students	L. Fletcher	Periodic review; minor revisions

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
--	--

BOE Regular Meeting July 14, 2016
Item 8.02 continued

Rock #2 —Research, design and implement programs for intentional <u>community participation</u>	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Updating regulations and best practices provide a solid foundation to lead the District.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

REVIEWED BY: Chief Officers

DATE: July 1, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Grant Applications and Funding Requirements
Designation	DD-R
Office/Custodian	Business/Finance

All proposals and applications for grant funding shall follow the process outlined below:

Process for Grants: Pre-Approval of Grant Applications

Pre-Approval Process

District 49 schools and departments may apply for grants to enhance instruction and learning. These grants may be from federal, state or local agencies, foundations or private donors. All grant applications must be **pre-approved** by District Administration and coordinated through the Business Office-Grants Fiscal Compliance Manager to ensure that they are consistent with district goals and policies, and are not competitive with other District 49 grant applications to the same agencies or donors. This process applies to grant applications that involve one or more of the following:

- Award amounts in excess of \$500.00 (unless an exception is granted).
- Reporting requirements to the funding agency, which require detailed financial and/or evaluative information.
- Expense reimbursement requests to the funding agency.
- Allocation of grant funds to multiple district sites

The applicant is to complete and submit the District “**Intent to Apply Form**”, advising of the applicant’s interest and requesting permission to apply for the proposed grant.

Commitments of current or future District 49 staffing, resources, space, or financial requirements must be fully disclosed on the Intent to Apply Form and will be carefully reviewed before approval is granted.

Once approval is received to apply for the grant, the applicant moves forward to the Review and Application Approval Process.

Process for Grants: Review and Application Approval

Process required prior to submitting any grant application on behalf of the district:

1. For grants over \$500 and less than \$10,000, the Principal and Zone Leader will grant or deny permission for the applicant to proceed with submission of the grant application.
2. For grants \$10,000 or more, the leadership team will review the Application and the Zone Leader and appropriate Chief Officer, will grant or deny permission for the applicant to proceed with submission of the grant application.
3. If the Grant Application is approved by District Administration, the applicant must submit to the Grants Fiscal Compliance Manager draft copies of the application, including a complete

budget, giving sufficient time for all documents to be reviewed thoroughly for legality, completeness, district obligations and any additional commitment of district resources.

4. After finalizing the application and budget, the Grants Fiscal Compliance Manager will coordinate and steward the application and submit it to the appropriate Grantor.

Process for Grants: Post-Award Phase

Grant Awards

After approval by the funding agency, the following process is required in order to meet State and Federal regulations and legally establish a district budget for the grant. Please keep in mind that this process may take up to ten (10) days and plan accordingly.

The District receives written notification from the Grantor of the grant award which indicates the following:

- Dollar amount of award
- Funding Period

The Grants Management Office establishes a file to include:

- Award Letter/Contract
- Grant Proposal Approved by Granting Agency
- Budget Approved by Granting Agency

The Grants Management Office establishes the Approved Budget in the District Accounting System:

- Accounts are set up for the grantee to begin expenditures.
- Grants Fiscal Manager will notify the grantee when this process is complete.
- Funds are not to be obligated prior to the establishment of the Approved Budget in the District Accounting system.

Failure to follow the above process could result in grand funds being returned to the Granting Agency.

- Adopted: July 14, 2016

Form OGD 005 Updated September 2013

School District 49
INTENT TO APPLY FOR A GRANT (ITA)

Date:

School/Department:

Contact Person:

Phone:

Email:

Fax:

Name of Funder & Title of Grant Competition:

Funder type: ☐ Individual Donor
☐ Corporate Foundation Grant
☐ Private Foundation Grant
☐ State/Local Government Grant
☐ Other. Please explain :

Amount to be requested:

Funder's Submission Due Date:

Title of Project for which this grant is seeking funding:

IMPORTANT: Are any additional funds/matching \$/resource \$, required now or in the future by this grant?☐ Yes ☐ No*If "yes", please list by dollar amount and from what budget funding has been approved.***Be specific:**

D49 Strategic Goals (check all that apply):

☐ Trust ☐ Community ☐ Best District ☐ Portfolio of Schools ☐ Every Student

Area Targeted (check all that apply):

☐ Early Literacy ☐ Academic Achievement ☐ Career/College Readiness ☐ Health and Wellness ☐ FacilitiesSteps for Completion of Approval Form:

1. Briefly describe the documented NEED and GOALS and OBJECTIVES of your project.

Form OGD 005 Updated September 2013

2. Before submission to Central Office grant staff, please obtain approval to proceed from the relevant chain of command.

Name and date of School Principal or Department Head approval and signature:

Name/Title : _____ Signature: _____ Date _____

3. Name and date of Zone Leader or Department Head approval and signature:

Name/Title : _____ Signature: _____ Date _____

4. E-mail a scan of the above signed copy to Katherine Hochevar, khochevar@d49.org to have your ITA reviewed and approved by Central Office grant staff.

5. If approved, your ITA will be submitted by Central Office grant staff to the relevant Chief Officer and you will be notified of their approval. If denied, you will also be notified.

6. D49 Chief Officer signature approval for proceeding on behalf of D49 Board of Education:

Name/Title Signature Date

7. Upon approval to move forward with your request, you are required to submit the final grant proposal and budget for the proposal to Fran Christensen, mchristensen@d49.org and Katherine Hochevar khochevar@d49.org, as well as the principal, zone leader and/or department head.

The original signed ITA will be kept on file by Wendi Sidney, Senior Administrative Assistant for Curriculum and Instruction: wsidney@d49.org.

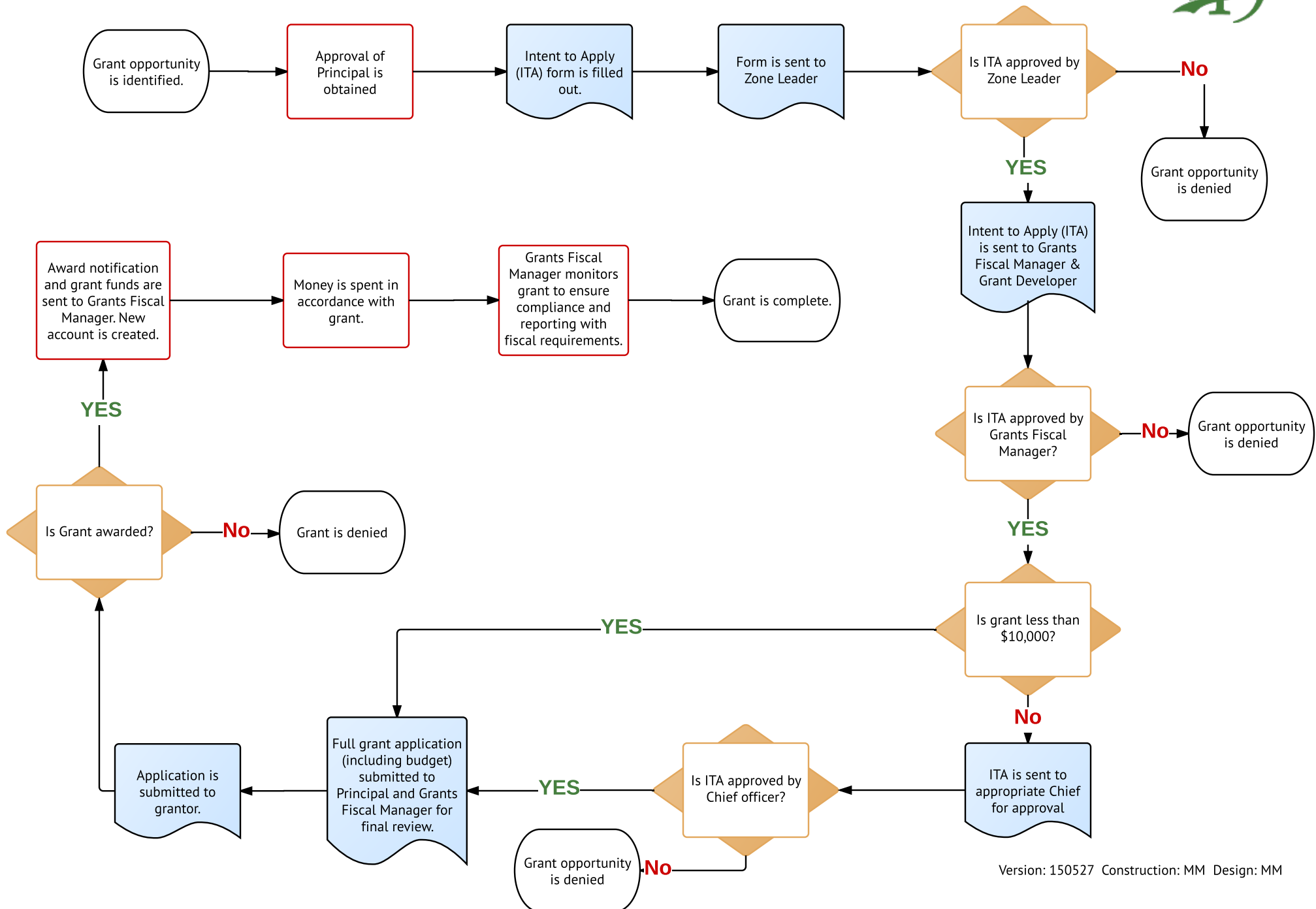
8. Upon approval to move forward with your request, you are required to submit the final grant proposal and budget to Katherine Hochevar khochevar@d49.org and Fran Christensen mchristensen@d49.org for final approval.

Direct questions on the competitive grant process to Katherine Hochevar at 719-494-8950 khochevar@d49.org.

*For grants under \$10,000 a Chief Officers signature is not required.

- Adopted: July 14, 2016

BOARD POLICY DD-E-2 GRANT APPROVAL PROCESS



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Bidding Procedures
Designation	DJE-R
Office/Custodian	Finance/Chief Business Officer

Purchasing Manager recommends deleting this policy because the same information is in DJE

- ~~1. All contractual services and purchase of supplies, materials and equipment in the amount of \$25,000 or more over the course of the fiscal year shall be put to bid. This shall not apply, however, to professional services or instructional materials, according to state law.

 - ~~a. Purchases under \$25,000 may be made in the open market, but shall, when possible, be based on at least three competitive quotations or prices.~~
 - ~~b. State awards and group purchasing with other State agencies may be utilized in place of bidding for selected items, should that be in the best interest of the District.~~~~
- ~~2. All contracts and all open market orders will be awarded to the supplier that offers the best value, taking into consideration the cost and quality of materials or services desired and their contribution to program goals.~~
- ~~3. In addition, the company's past experience with the District will be considered. Those suppliers that have provided inadequate goods or services in the past and those suppliers that have missed deadlines in the past will not be considered a qualified supplier. As such, their bids will not be considered.~~
- ~~4. Suppliers may contact the Purchasing Office to have their names placed on mailing lists to receive invitations to bid.

 - ~~a. When specifications are prepared, the Purchasing Office will notify all merchants and firms who have indicated an interest in bidding.~~
 - ~~b. With regard to certain materials or services for which bids are required, the Superintendent or designee may choose to develop a procedure to pre-qualify bidders. In that event, only pre-qualified bidders may submit bids.~~~~
- ~~5. All bids shall be submitted to bids@d49.org or mailed, in a sealed envelope addressed to the Board.

 - ~~a. All bids must be plainly marked with the bid number and the time of the bid opening.~~
 - ~~b. Bids will be date and time stamped by the District Purchasing Agent or designee as to when they are received in the District above email inbox or mailbox.~~
 - ~~c. Bids shall be opened in public by appropriate District officials or employees at the time specified, and all bidders shall be invited to be present.~~~~
- ~~6. The Board/Superintendent reserves the right to reject any or all bids, in whole or in part, to waive irregularities or technicalities, and to accept that bid which appears to be in the best interest of the District.~~
- ~~7. The bidder to whom an award is made may be required to submit to the District proof of liability insurance and, when appropriate, proof of workers' compensation insurance, and may be required to enter into a written contract with the District.~~

• ~~Adopted: May 13, 2010~~

LEGAL REFS:

• ~~C.R.S. 22-32-109(1)(b) (Board of Education—specific duties)~~

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Personnel Records and Files
Designation	GBJ-R
Office/Custodian	Business/Director of Human Resources

Who may access a personnel file?

Human Resources staff working in their capacity as records custodian have access to the personnel files. Others who may access are listed below. Any review of the personnel file must be made under the immediate supervision of a Human Resources representative.

1. The individual employee.
2. A member of the supervisory chain.
3. Board of Education (acting in official capacity as a group through a Chief Officer).

Human Resources will not release confidential personnel information to any unauthorized party. All files will be maintained in the human resources office or appropriate storage facility.

What records are contained in the personnel file?

Documents used to describe an individual employee's job performance, qualifications, and conduct, including performance appraisal documents, written corrective communications, attendance records, training records, official documents describing an employee's education and experience, the application, and mandated forms. Parent and student comments are not considered ed personnel records and will not be housed in the personnel file.

Retention of records

Personnel records are maintained for the duration of employment and for an additional ten (10) years after retirement or separation from the district.

Removal of information procedure

All items placed in a personnel file will remain intact, with the possible addition of documentation from the employee on an item of contrary opinion. Only in situations where a specific timeline for removal or deletion has been outlined by a supervisor and employee will any item be deleted. It becomes the employee's obligation to review their file to ensure the deletion of any material which has a specific timeline for deletion.

If, in the course of its work, Human Resources discovers records in a file that do not meet the definition of a personnel record, Human Resources will remove the record, notify the employee of the removal and, if appropriate, return the document to the employee.

Appeal process

An individual who disagrees with the procedure or decision of the Director of Human Resources with respect to personnel records ~~Department~~ may appeal to ~~the a~~ Chief ~~Education Officer/Chief Business Officer~~ for relief. The Chief ~~Education Officer/Chief Business~~ Officer's decision will be final.

Individual inspection

An employee may inspect his/her personnel files upon request. To request an inspection, ~~E~~employees shall contact-submit a written request to the Director of hHuman ~~r~~Resources ~~to schedule a review of files~~. Human Resources shall then arrange for a review by the employee within five (5) business days. An employee may review his/her personnel file up to one time per fiscal year.

Right to copy

At any time an individual may ask to have items copied by the Human Resources Department for their personal use. Applicable charges may apply at the current rate for copies. Human Resources shall provide the requested copies within five (5) business days.

Sign-in cards

~~The Human Resources Department will establish a system for tracking each time a personnel file is reviewed. This will allow the individual to know who has viewed the file and when.~~

- Adopted: October 7, 1993
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: December 9, 2010
- Revised: September 8, 2011
- Revised: May 14, 2015
- Revised: July 14, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Guidelines for Employment of Retired Persons
Designation	GCQEA-R
Office/Custodian	Business/Director of Human Resources

The following are the guidelines that will govern the employment of retired persons by ~~Faleon~~ School District 49. In addition to District guidelines, PERA regulations will also need to be followed. [It will be the employee's responsibility to contact PERA to ensure compliance with their regulations.](#)

1. Any individual retiring from the District and taking PERA benefits must allow for one (1) month separation from actual work. This PERA rule is supported by a financial penalty of 5% of the benefit for each day worked.
2. An employee intending to work beyond retirement must submit a letter of application to the human resource office by [January-March 1st 20](#) of the calendar year in which retirement will take effect.
3. The Board of Education shall give final approval to determine which employees are selected for participation. Consideration for participation will include the needs of the District, past performance of the employee, and the recommendation of their immediate supervisor and the Chief Education Officer, Zone Innovation Leader, Chief Business Officer and Chief Operation Officer.

If an individual is approved:

1. Participants in a retirement plan will receive a salary commensurate with their last placement. No raise will be granted to individuals approved for the plan. [Participant's salaries will be reduced by employer portion of PERA.](#)
2. Licensed participants must have a valid Colorado teaching license.
3. The District will provide minimal benefits only as required by State and Federal Law.
4. Participants in a retirement plan shall not be provided with any paid holidays, paid vacations, or leaves.
5. Licensed participants working under a retirement plan must execute a retirement contract in which they waive any and all rights and remedies available under the provisions of the Colorado Teacher Employment, Compensation, and Dismissal Act (C.R.S. 22-63-101).

- Adopted: June 27, 2001
- Revised: December 10, 2009
- Revised: September 8, 2011
- Revised: January 26, 2012
- [Revised: November 14, 2013](#)

- [Revised: July 14, 2016](#)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Special Education Programs for Handicapped/Disabled/Exceptional Students
Designation	IHBA-R
Office/Custodian	Education/Executive Director of Individualized Education

These regulations specify the conditions and procedures under which the District shall address the needs of handicapped, disabled, and exceptional students.

All children and youth with a disabling condition between the ages of three (3) and twenty-one (21) who have not received a high school diploma, received a GED, or otherwise completed high school have the right to a free appropriate public education.

All children and youth with disabling conditions between the ages of three (3) and twenty-one (21) shall be provided individualized educational programs appropriate to meet their educational, instructional, transitional, and related services needs. To enable a parent/guardian to make informed decisions, all of the educational options available to the child through the District at the time of the Individualized Education Plan (IEP) shall be explained to the parent/guardian.

A child shall become eligible for services on the third birthday. A youth reaching age twenty-one (21) after the beginning of an academic year shall have the right to complete that semester or attend until graduation, whichever comes first.

Students with disabilities are required by federal law to be included in state and district-wide assessments, with appropriate accommodations where necessary. Any IEP developed for a student with disabilities shall specify whether the student shall achieve the District's adopted content standards or whether the student shall achieve individualized standards, which would indicate the student has met the requirements of his or her IEP.

The District also shall take steps to make the general public aware that all children and youth from birth through age twenty-one (21) suspected of having a disabling condition have a right to a formal determination as to whether they have such a condition.

Special education for handicapped children shall be provided by the District and through a cooperative arrangement with the Pikes Peak Board of Cooperative Services.

- Adopted: July 8, 2010
- Reviewed: July 14, 2016

Title	Student Records/Release of Information on Students (Notification to Parents and Students of Rights Concerning Student School Records)
Designation	JRA-E/JRC-E
Office/Custodian	Education/Director of Culture & Services

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

- ~~1. The right to inspect and review the student's education records usually within 3 days of the district receiving a request for access.~~

~~A parent or eligible student making such a request must submit to the school principal (or appropriate school official) a written request that identifies the ir records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.~~

- ~~2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise violates the privacy rights of the student.~~

~~A parent or eligible student may ask the district to amend a record they believe is inaccurate, misleading, or otherwise violates the privacy rights of the student by writing to the school principal (or appropriate school official) clearly identifying the part of the record they want changed and specifying why it is inaccurate, misleading, or otherwise violates the privacy rights of the student.~~

~~If the principal decides not to amend the record as requested, the principal will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.~~

- ~~3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent.~~

~~Whenever the district is required by law or policy to seek written consent prior to disclosing personally identifiable information regarding a student, the notice provided to the parent/guardian or eligible student shall contain the following:~~

- ~~a. The specific records to be released.~~
- ~~b. The specific reasons for such release.~~
- ~~c. The specific identity of any person, agency, or organization requesting such information and the intended uses of the information.~~
- ~~d. The method or manner by which the records will be released.~~
- ~~e. The right to review or receive a copy of the records to be released.~~

~~Parental consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program, or in any other school program shall not constitute the specific written consent required.~~

~~All signed consent forms shall be retained by the school district.~~

~~Disclosure of personally identifiable information can be made without consent to the following:~~

- ~~a. School officials, including teachers, working in the school at which the student is enrolled who have a specific and legitimate educational interest in the information for use in furthering a student's academic achievement or maintaining a safe and orderly learning environment. This may include the disclosure of disciplinary information regarding conduct that posed a significant risk to the safety or well-being of the student or others. A school official is a person employed by the district as an administrator, supervisor, teacher, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the district has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.~~
- ~~b. Officials of another school or school system or post-secondary institution that has requested the records and in which the student seeks or intends to enroll. In this case, disciplinary information may be included. The district will provide a copy of the record to the eligible student or student's parents if so requested.~~
- ~~c. In connection with a student's application for or receipt of financial aid.~~
- ~~d. A criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the school district when necessary to effectively serve the student prior to trial. Such information shall only include disciplinary and attendance information and shall only be shared upon certification by the criminal justice that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.~~
- ~~e. Educational testing and research organizations for the purpose of administering student aid programs or improving instruction or predictive tests as long as confidentiality is maintained and such organizations are required to destroy records after they no longer are needed.~~
- ~~f. Accrediting institutions to carry out their accrediting functions.~~
- ~~g. Parents of students over 18 years of age that are dependent for federal income tax purposes.~~
- ~~h. In emergency situations to appropriate persons if the information is necessary to protect the health and safety of the student or others.~~
- ~~i. Anyone if required by a court order or subpoena. The district will make reasonable efforts to notify the parent or eligible student prior to complying with the subpoena or court order. The district will not provide such notice if the subpoena is issued by a federal grand jury or any other law enforcement purpose where the court has ordered non-disclosure of the existence or contents of the subpoena or information furnished.~~
- ~~j. A court presiding over a legal action initiated by the school district where the education records are relevant, or initiated by a parent or eligible student where the records are relevant for the school district's defense.~~

~~The school district may disclose group scholastic achievement data from which the individual cannot be identified without written consent of the parent or eligible student.~~

4. ~~The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:~~

~~Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW,
Washington, DC 20202-4605~~

5. ~~The right to refuse to permit the designation of any or all of the categories of directory information.~~

~~The district is permitted by law to disclose directory information without written consent of the parent or eligible student. The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than September 7 or the following Monday if September 7 is a Saturday or Sunday.~~

~~Directory information which may be released may include the student's name, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent and previous education agency or institution attended by the student, and other similar information. Student telephone numbers and addresses will not be disclosed pursuant to Colorado law.~~

6. ~~The right to request that information not be provided to military recruiting officers. Names, addresses, and home telephone numbers as well as directory information of secondary school students will be released to recruiting officers within 90 days of the request unless a student submits a written request that such information not be released.~~

- ~~• Adopted: September 7, 2000~~
- ~~• Revised: July 12, 2001~~
- ~~• Revised: July 10, 2003~~

NOTE: This notice must be distributed to parents and students annually.

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Records/Release of Information on Students <u>(Notification to Parents and Students of Rights Concerning Student Education Records)</u>
Designation	JRA-E-1/JRC-E-1
Office/Custodian	Education/Director of Culture & Services

~~(Notification to Parents and Students of Rights Concerning Student Education Records)~~

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

1. The right to inspect and review the student's education records within a reasonable time period after the request for access is made (not to exceed ~~forty-five (45) days~~). See JRA/JRC-R.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights. See JRA/-JRC-R.
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent. See JRA/-JRC.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.

5. The right to refuse to permit the designation of any or all of the categories of directory information. See JRA/JRC.

The right to request that information not be provided to military recruiting officers. See JRA/JRC and JRA/JRC-E-2.

- Adopted: September 7, 2000
- Revised: July 12, 2001
- Revised: July 10, 2003
- Reviewed: July 8, 2010
- Revised: June 30, 2011
- Revised: July 14, 2016

~~NOTE: This notice (JRA/JRC-E-1) and accompanying policy and regulation must be distributed to parents and eligible students annually.~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Records/Release of Information on Students (Opt-Out Form for Disclosure of Information to Military Recruiters)
Designation	JRA-E-2/JRC-E-2
Office/Custodian	Education/Director of Culture & Services

{ } Do not disclose my child's/my name, address, telephone number or directory information to any United States military recruiter.

Signature of parent/guardian or student*

Student's name _____ Date _____

*Student must be 18 years of age or older to sign.

- Adopted: July 8, 2010
- Reviewed: July 14, 2016

BOARD-APPROVED POLICY OF DISTRICT 49

Title	<u>Student Records/Release of Information on Students (Opt-Out Form for Student Image Publishing)</u>
Designation	<u>JRA-E-3/JRC-E-3</u>
Office/Custodian	<u>Education/Director of Culture and Services</u>

~~Classroom activities and school events are sometimes photographed or videotaped by the school or media groups (newspaper, television, university, district public relations, etc.) In addition, the district or school may want to post articles, video or photography on district or school websites.~~

~~This form applies to classroom activities and school events that are not open to the public. Public events such as sporting events, theatre productions, etc. are open to the public and are not covered by this form.~~

~~If you DO NOT want your child's photograph, video and/or electronic image to be published for news media or school publicity purposes, please complete this form and return it to your child's school no later than 10 school days after being enrolled.~~

~~☒ I do not wish to have my child photographed or videotaped for purposes of news coverage or school district publicity.~~

~~Signature of parent/guardian _____~~

~~Student's name _____~~

~~School _____~~

~~Student's current grade level _____~~

~~Date _____~~

~~This form applies for the current school year.~~

PHOTO/IMAGE RELEASE FORM

School District 49 often takes photos and videos and invites members of the media into its schools to tell the story of our mission to prepare every child for success. We appreciate your cooperation and consent in allowing us to capture imagery of your student(s) for our use in various mediums. This includes, but not limited to, external media outlets such as television and newspaper, as well as internal media producers who update the district's website, participatory media platforms, advertisements, promotional materials and other online and offline publications. First and last name, grade level, age and school may be provided to identify students, a standard practice in news reporting. Additionally, media outlets are instructed to adhere to media ground rules before conducting interviews or taking photos. While photographing or interviewing a student under 18 years old, media must avoid publishing...

1. where a student lives, or how they travel to school.
2. whom a student lives with or the times they're at home.

3. social security numbers, foreign identification numbers, phone numbers (parents only), date of birth (age is acceptable) or birthplace (unless relevant to the story).
4. photographs of a parent or guardian's vehicle used for school transportation (only tight photographs of entry or egress, or passenger compartments are permitted).
5. photographs exhibiting groups of students, where facial features are reasonably sharp and identifiable, unless a media permission is verified for each student.
6. photographs or information about a student who is accused of a crime, or who witnessed a crime, without approval from the district's communications director.
7. student information collected without the awareness of a staff member, such as a communications department representative, teacher, principal or zone leader.

The goal of this service is to provide the public with access to district information via promotion of resource sharing, collaboration and communication. You have our assurance that these images will be used only for official purposes and with the respect and consideration to which you are entitled.

I, _____, deny School District 49 permission to use the photographic and video images taken of my student(s) for any official publication, representation, exhibit, video or other print or digital format. I further deny District 49 rights to provide images of my student(s) to the media, as part of any official district business.

Please provide names for any minor(s) for which you are denying permission:

Signature: _____ Date: _____

- Revised: July 14, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Records/Release of Information on Students <u>(Review, Amendment and Hearing Procedures)</u>
Designation	JRA-R/JRC-R
Office/Custodian	Education/Director of Culture & Services

(Review, amendment and hearing procedures)

In accordance with policy JRA/JRC, this regulation contains the procedures to follow when a parent or eligible student seeks to review or challenge the content of student education records.

Request to review student education records

1. The parent or eligible student shall submit a written request to the principal of the school attended by the student, asking to review the student's education records.
2. Upon receipt of the written request, the principal or designee shall set a date and time for inspection and review of the records (usually within three working days after the request has been made).
3. The parent or eligible student shall examine the student's education records in the presence of the principal and/or other person(s) designated by the principal. The record itself shall not be taken from the school building.
4. During inspection and review of the student education records by a parent or eligible student and when requested by them, the principal will provide personnel necessary to give explanations and interpretations of the records.
5. Upon request, one copy of the record shall be provided within a reasonable time to the parent or eligible student at a cost of \$.25 per page.

Request to amend student education records

1. The parent or eligible student shall submit a written request to the principal [or appropriate school official], clearly identifying the part of the record to be amended and specifying why the record is inaccurate, misleading or otherwise violates the student's privacy rights.
2. The written request to amend the student's education records must be made in writing within 10 school days of the date the records were first examined by the parent or eligible student, unless additional time is granted the district for good cause shown.
3. If the principal or school official denies the request to amend the student education record, the principal/school official shall notify the parent or eligible student of the decision and advise him or her of the right to a hearing to appeal the denial.

Request for a formal hearing

A request for a formal hearing must be made in writing and addressed to the superintendent of schools**Chief Education Officer**. The District's response to the request shall be mailed within 10 school days.

The hearing shall be held in accordance with the following:

1. The hearing will be held within 25 school days after receipt of the request. Notice the date, place and time of the hearing will be forwarded to the parent or eligible student by certified mail.

2. The hearing will be conducted by a principal or higher administrative official as designated in writing by the Chief Education Officer. The official conducting the hearing shall not be the principal who made the initial decision nor shall it be anyone with a direct interest in the outcome of the hearing.
3. Parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney.
4. The official designated above shall make a decision in writing within 20 school days following the conclusion of the hearing and shall notify the parent or eligible student of that decision by certified mail.
5. The decision of the official shall be based upon the evidence~~e~~ presented at the hearing and shall include a summary of the evidence and the reason for the decision.
6. The decision shall include a statement informing the parents~~s~~ or eligible student of the right to place in the student education record a statement commenting upon the information in the records and/or setting forth any reason for disagreement. Any explanation placed in the records shall be maintained by the District. If the student education record is disclosed by the ~~e~~District to any other party, the explanation shall also be disclosed to that party.

- Adopted: June 30, 2011
- Revised: July 14, 2016

BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	49 Pathways Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Colorado's new graduation guidelines are based on demonstrations of mastery, not seat-time based Carnegie credits. 49 Pathways is District 49's program to serve students, families and our community better by providing a framework for learners to create their own educational experience. Students choose from our complete menu of curriculum and academic offering, drawing on their unique strengths and interests to create a customized pathway to prepare for success after high school.

RATIONALE: As one of two key education office initiatives, it is important to provide the Board scheduled updates, including already experienced success and all challenges regarding the implementation of 49 Pathways.

RELEVANT DATA AND EXPECTED OUTCOMES: The creation of a rubric to gauge the progress and effectiveness of individual school implementations of 49 Pathways is presented. Data provided to administration during meetings with each school in spring 2016 applied to the rubric gives a current picture of 49 Pathways at each individual campus and identifies opportunities for improvement in 2016-2017.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	49 Pathways builds trust by using taxpayer investment to deliver effective individualized educational experiences.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	49 Pathways serves our community by producing District 49 graduates that are ready to enter the workforce, military, mission field, clergy or continue their education in a confident and prepared way. 49 Pathways involves the community on each learner's journey through internships, apprenticeships, and other opportunities to gain experience outside of our schools.
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Each school has areas of strength and expertise within certain pathways, providing our students opportunities to create and own their own unique educational experience.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	49 Pathways combines the firm foundation our learners build in elementary school and their own strengths and interests to prepare to launch toward success after high school.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	49 Pathways is our direct implementation of Rock 5 during the final stages of our students' educational journey.

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No formal motion requested at this time other than continued feedback and guidance.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: 6-30-2016

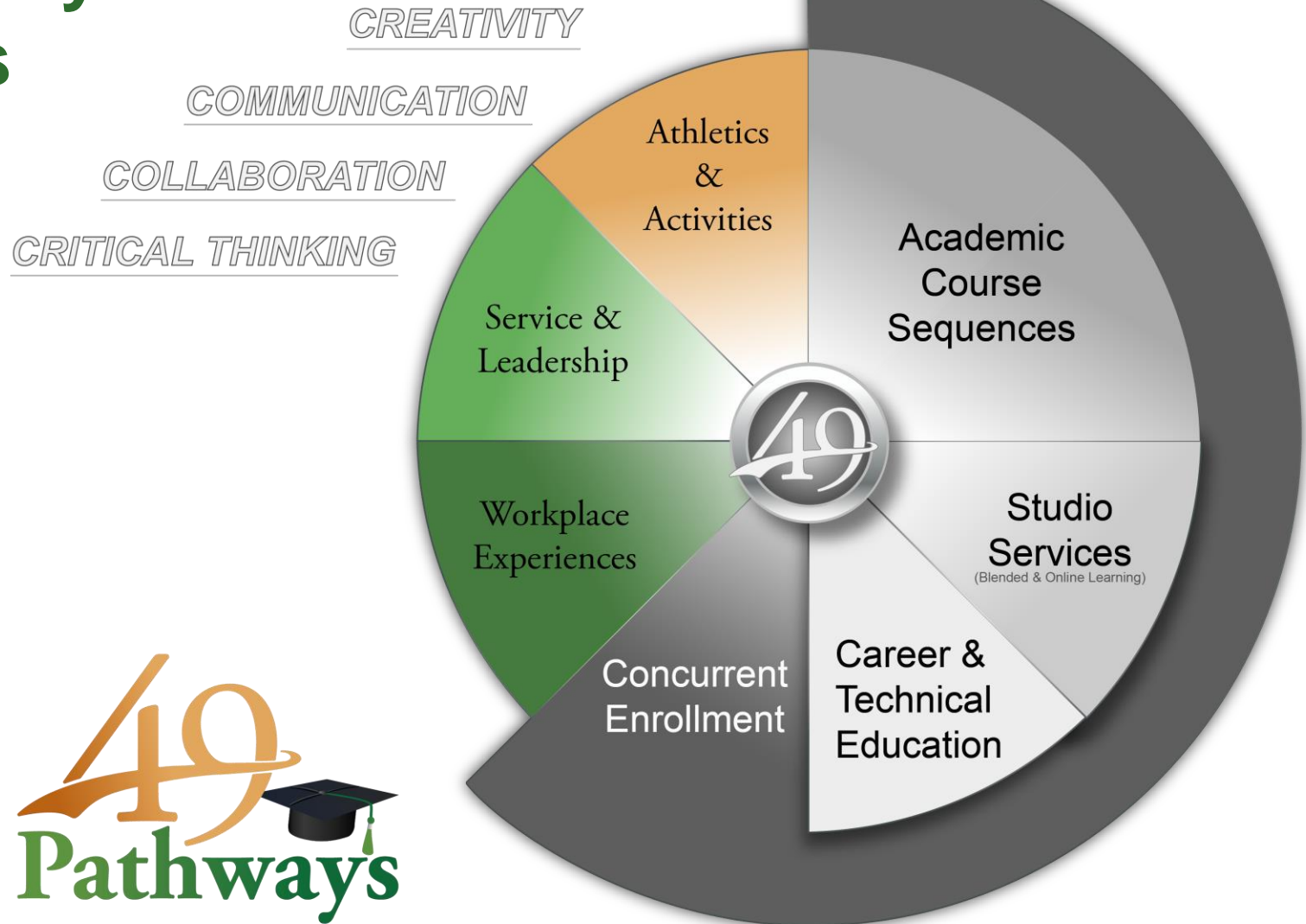


Update July 14, 2016

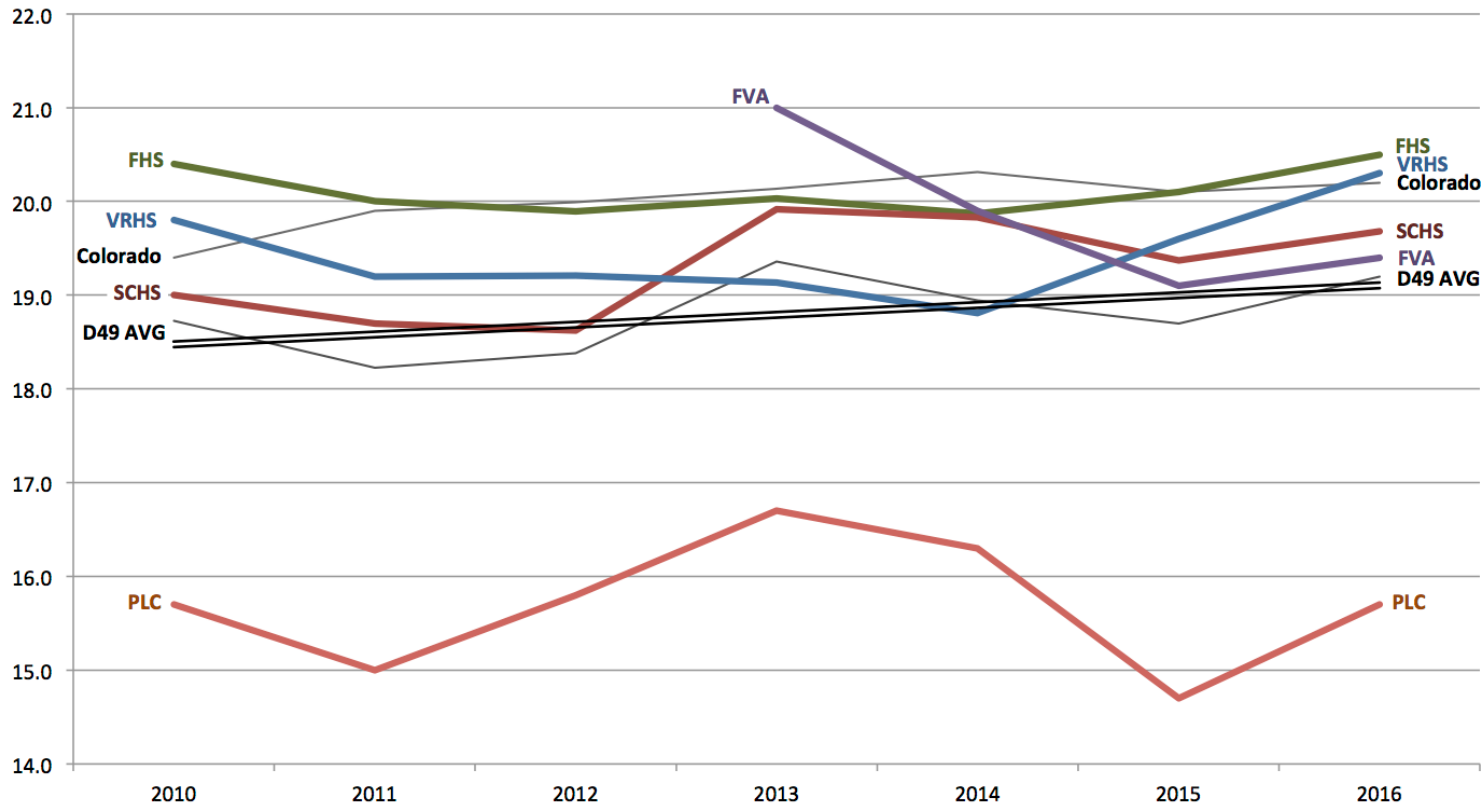
The Pathbuilders

Peter Hilts, Nancy Lemmond, Nikki Lester,
Matt Meister, Mary Perez, Amber Whetstine,

Expectations of Secondary Schools

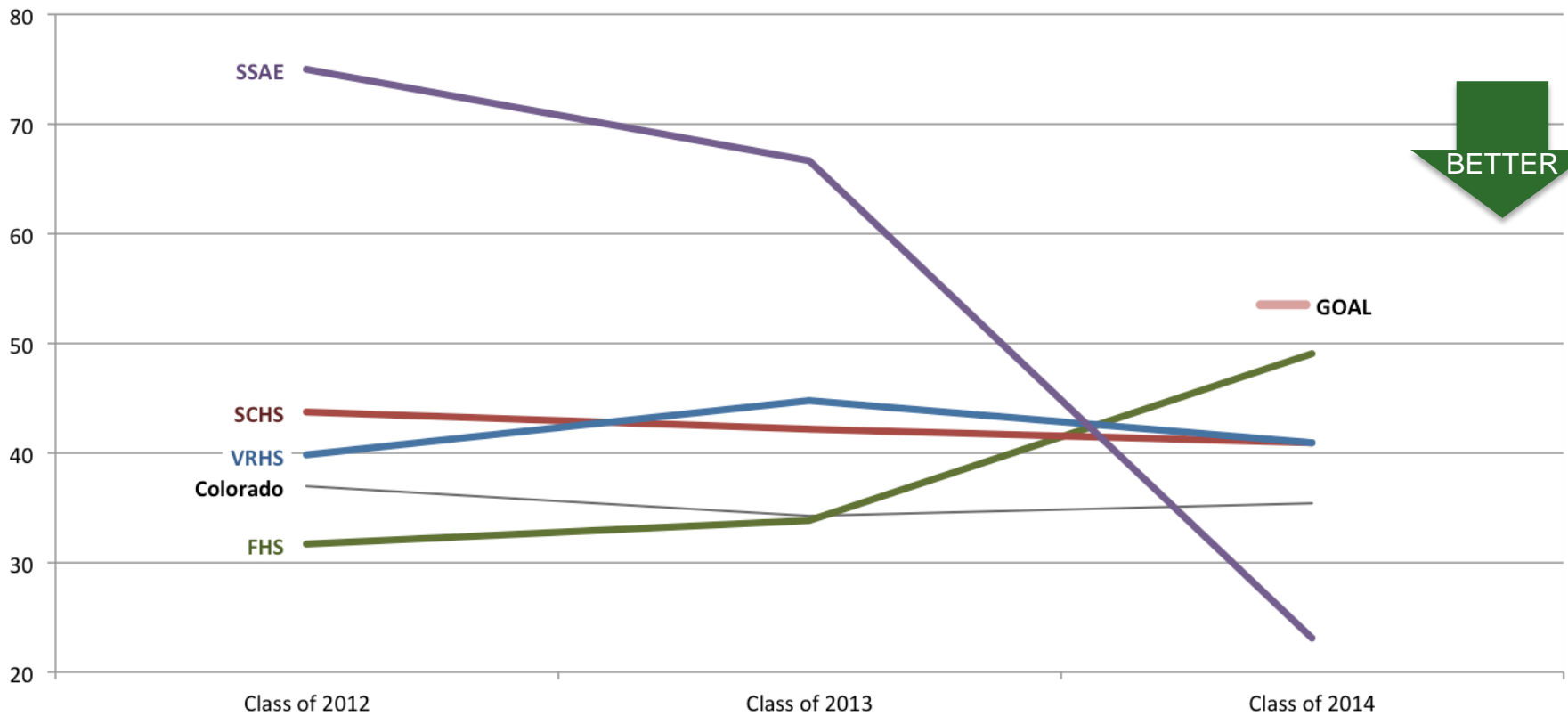


D49 ACT SCORES AND TRENDS 2010-2016*



***Preliminary**

D49 Remediation Rates 2012-2014



The Path Ahead



- New Collaborations with UCCS, Pueblo CC, and other IHE's
 - CTE and CE Pathway Alignment
 - Mastery Demonstrations—September Summit
 - Formalizing Workplace Learning
-

BOARD OF EDUCATION AGENDA ITEM 9.02

BOARD WORK SESSION OF:	July 14, 2016
PREPARED BY:	Brett Ridgway, Chief Business Officer Matt Meister, Director of Communications
TITLE OF AGENDA ITEM:	2016 Election Planning
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Board of Education has previously provided guidance to the Administration to conduct primary research for needs, options and financing vehicles for potential participation in the November 2016 election.

As details of the plan projects continue to be finalized, communication efforts are underway. Colorado law allows any school districts to speak positively and create promotional material about a potential bond issue before it refers the actual bond question to the voters.

RATIONALE: A coordinated communications plan identifying key audiences, materials, presentations and a timeline to ensure educational efforts around the proposed plan has been approved.

RELEVANT DATA AND EXPECTED OUTCOMES: Current D49.org webpages for the plan are presented as are examples of facility performance scorecards available for download on D49.org. Scorecards will also be printed and made available at each campus for review by students, parents, staff and community members.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Clarity and transparency in revenue generation strategies and related decisions.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<i>There is no closer engagement for community participation than an election. Pursuing an election question in 2016 will need significant community participation for it to be reflective of the community's wishes for D49.</i>
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	<i>An election campaign should have clear connection to increasing our portfolio of distinct and exceptional schools.</i>
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	<i>Recognizing that the efficiencies D49 has achieved the last several years puts the district in a position to be trusted, to be innovative and through the continuous exercise of both; building a firm foundation for the future.</i>
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>A commitment to improving facilities and programs will have a positive contribution to ensuring each student has their best opportunity for success.</i>

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Continued Thoughts/Guidance

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: July 1, 2016

4 PRIORITIES NO TAX INCREASE



Financial Background & Overview

Sound financial management and smart business decisions have presented an opportunity to invest increase investment in District 49 schools and teachers without increasing taxes. The district's remaining certificate of participation and general bond debt was refinanced in 2015. The refinancing effort will save more than \$2.5 million dollars and pay off the general obligation debt near the end of 2017 . The proposed Mill Levy Override will initiate a new tax stream to replace an expiring tax stream, resulting in continued and improved taxpayer investment in District 49 - Building Our Future Community by supporting schools and teachers without raising taxes.

- 1 - Major Remodels/Additions at Three Largest High Schools**
- 2 - Renovate & Refresh All Schools**
- 3 - More Competitive Teacher Salaries**
- 4 - Two New Elementary Schools**

Learn More, Get Plan Details at D49.org/OurFuture



Meeting Our Community's Expectations:
The Best Plan For Students, Staff & Taxpayers

Trust
Community
Portfolio
of Schools
Firm
Foundations
Every Student

Did you know...

- Two years ago, 54% of District 49 kindergarten students read at grade level when they entered our schools. This year, as they completed second grade, **80%** now read at or above grade level. (Dibels data)



- Our summer Readers Exploring Amazing Destinations (READ) camps are providing six weeks of extra instruction to qualifying K-3 learners.

...our intentional focus on primary school literacy is working, providing a firm foundation for learners?

Did you know...

The District 49 Building Our Future Community plan includes a proposed mill levy override for November that would not raise taxes. The plan provides more money to attract and retain highly effective teachers. Through smart business decisions, it also builds new school facilities and modernizes existing schools without increasing your tax rate.

...our plan improves teacher salaries and builds new schools without raising your taxes?

Did you know...

- The Colorado Reading Educator of the Year;
- Colorado Nutrition Services Director of the Year;
- Colorado Biology Teacher of the Year;
- Colorado Online/Blended Counselor of the Year;
- Colorado School Psychologist of the Year; and
- Colorado Assistant Principal of the Year ⁽¹⁵⁾ all work in District 49.



...our teachers and support staff are the best in the state?



Did you know...

- District 49 received the Colorado School Public Relations Association's highest honor, the Medallion Award, for "a comprehensive, well-planned public relations program that addresses internal and external audiences with a mix of effective methods."
- We're starting a quarterly community newspaper - the District 49 Dispatch - to increase and strengthen our communication with those that don't have students in our classrooms.

...we communicate with a goal to earn, keep and build your trust through truthful & transparent information?

Did you know...

- District 49's student-based budgeting model pushes more dollars to the classroom compared to neighboring school districts. It earns the top rating in Colorado for return on educational investment by the Center for American Progress.
- District 49's student-based budgeting model is recognized by the Independence Institute as "setting the pace for student-based budgeting standard to increase transparency, equity, and flexibility in how resources are used."
- By request, District 49 business office leaders are presenting at the Future of Education Finance Summit in Baltimore, Maryland, about our student-based financial management processes.



...we are being recognized for operating efficiently and effectively as good stewards of your tax investment?

More at D49.org/DidYouKnow



10850 E. Woodmen Rd.
Peyton, CO 80831



Did You Know?
School Begins Aug. 2

Go To D49.org/BackToSchool
for School Supply Lists, Back to School Night Info & More

Nonprofit Org
US Postage
PAID
Colorado Springs, CO
Permit No. 504

Trust
Community
Portfolio
of Schools

Firm
Foundations
Every Student

Bailey Carson works on a
wavelength scale at Falcon
Middle School Sept. 22, 2015.

July - August 2016 BOFC Communications Planner



July - August 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
10 Parent Email About Info Nights (Remailer)	11 Community Information Night – 7 PM FHS	12 Community Information Night – 7 PM VRHS	13 Community Information Night – 7 PM SCHS	14	15	16
17	18 “Did You Know?” Postcard Mailer - - - - -	19 - - - - -	20 - - - - -	21 - - - - - >	22 New Teacher Orientation Presentation	23
24	25 Back To School Nights***	26	27 Base Camp All Staff Event	28	29	30
31	1 District 49 Dispatch Newspaper “Hits The Stands” & Mailed - - - - -	2 - - - - -	3 - - - - -	4 Parent/Staff BOFC Email - - - - - >	5 District 49 Dispatch Newspaper Social Media Posting	6
7 Parent/Staff BOFC Email (Remailer)	8 BOFC Plan Mailer #2 - - - - -	9 - - - - - BOFC Tele-Town Hall For All District 49 Residents	10 - - - - -	11 - - - - - > Parent Email About Info Nights	12	13
14 Parent Email About Info Nights (Remailer)	15 Community Information Night 1	16 BLRA Board Presentation	17 Community Information Night 2	18 Community Information Night 3	19	20
21 Parent/Staff/Community BOFC Email Final	22	23 Parent/Staff/Community BOFC Email (Remailer)	24 BOE Special Meeting/Work Session	25 Press Release / Email / Social Posts Regarding BOE Special Meeting	*** Back to School Nights will include a BOFC video presentation and information gathering opportunity for families to include pamphlets, facility performance scorecards across the zone.	

BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Dr. Lou Fletcher, Director of Culture and Services
TITLE OF AGENDA ITEM:	Restorative Practices BOE Resolution-Policy Review 3
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Restorative Practices (RP) abrogates the Zero Tolerance mindset. The use of RP is the foundation for building relationships, fostering accountability, addressing harm, and repairing harm by facilitating resolution to disciplinary situations.

RATIONALE: Following the BOE resolution to support RP as the primary methodology for conduct and discipline in District 49 starting in the 2016-17 school year, it is necessary to review and revise current conduct and discipline policies to ensure they align with restorative practice. The latter has begun and will continue as needed throughout the summer break. In turn, principals will need to review their building and classroom policies to ensure they align with RP; any zero-tolerant policies or procedures will be reviewed and removed accordingly.

RELEVANT DATA AND EXPECTED OUTCOMES: Restorative practices are social-emotional interventions that address traditional conduct and discipline incidents by applying both accountability and relational capacity to repair harm for all of the parties involved in an incident, which has been a successful strategy in multiple school districts around the nation. The BOE resolution is the transparent catalyst that empowers district-wide action to review discipline policies, and then act to revise the district's practice to empower restorative outcomes.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	RP is an accountable process that is also transparent; therefore, stakeholders will participate in a fair (transparent) process that respects and cares for students in distress.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	RP is a community relevant program that uses dialogue to ensure that outcomes develop a growth mindset for the students and community.
Rock #3 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	RP is a social-emotional support mechanism that has advocacy in the legislature; hence the best districts will lead the way.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Exceptional schools ensure that students receive the maximum instructional time available; while employing accountable discipline practices, which still respect their students' humanity.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Students who have appropriate social-emotional support can concentrate on academics, which afford students the capability to maximize their learning opportunities and outcomes.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move three policies in item 9.03 for action at the August 11th board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: July 1, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Character Education
Designation	IHAK
Office/Custodian	Education/Director of Culture & Services

The Board of Education believes that while parents are the primary and most important moral educators of their children, the school and community should reinforce parental efforts. Therefore, the Board directs the Chief Education Officer ([CEO](#)) or designee to develop, with input from parents and other community members, a character education program.

The program should be designed to help students cultivate skills, habits and qualities of character that will promote an upright, moral and desirable citizenry and better prepare students to become positive contributors to society, including:

- Honesty
- Respect
- Responsibility
- Courtesy
- Respect for compliance with the law
- Integrity
- Respect for parents, home and community
- The dignity and necessity of a strong work ethic
- Conflict resolution skills

[Restorative practice was adopted by School District 49's Board of Education as its primary approach to mediate conduct and discipline issues. The aforementioned restorative approach supports the goals of character education by promoting the latter stated desired outcomes \(e.g., honesty, respect, responsibility, courtesy, respect for compliance with the law, integrity, etc.\). The adoption of restorative practice was preceded by input from parents and community members; therefore, it exceeds the guidance provided to the CEO by the board to develop a character education program. Restorative practices are community relevant interventions that use dialogue to ensure that outcomes address the harm of incidents, which develops a growth mindset for the students and community.](#)

Teachers shall strive to model and promote the guidelines of behavior established in the character education program.

- Adopted: March 11, 2010
- Revised: October 27, 2011
- Revised: August 11, 2016

LEGAL REFS:

- C.R.S. 22-29-101et seq. (*character education program strongly encouraged by state law*)

CROSS REFS:

- ADA, School District Educational Objectives



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Detention
Designation	JKB
Office/Custodian	Education/Director of Culture & Services

Reasonable detention of students at the close of the school day shall be permitted under the following conditions:

1. Appropriate consideration shall be given to factors of student transportation, traffic patterns, weather, and any other extenuating circumstances.
2. The age and grade level of the student shall be considered in determining the length of time a student may be detained after school.
3. In the event that a student is to be detained after the normal closing time, the parents or legal guardian shall be notified in advance. If the parents cannot be reached, detention shall be postponed until such time as communication with the home is established.

Saturday detention may be assigned to secondary students for more serious discipline violations or repetitive problems where suspension has not been deemed necessary.

The detention environment should be educational in nature with direct adult supervision of the detained student(s). Homework assignments, unfinished classwork, or supplemental work in subject areas where the student(s) has/have challenges should be undertaken while the student is a detainee. Restorative interventions should be applied to address the harm that the student caused to put themselves in a detained environment and what the students could do to repair the harm.

- Adopted: May 19, 1994
- Revised: July 12, 2001
- Revised: July 8, 2010
- Revised: August 11, 2016

CROSS REF:

- JKD/JKE, Suspension/Expulsion of Students



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Disciplinary Removal from Classroom
Designation	JKBA
Office/Custodian	Education/Director of Culture & Services

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 [communicated using a restorative approach](#) are always more constructive and more likely to be followed when they are communicated [as clearly as possible to in a manner intended to build relational capacity with](#) students. ~~However~~Although, 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, [it is possible to stipulate that removal from class should not be the result of a zero-tolerant school practice](#). 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, [but they should also consider the potential impact of lost instructional time on the student's learning outcomes](#). All instances of formal removal from class shall be documented.

A teacher is authorized to [immediately exercise discretion and employ due process to](#) 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 [restorative interventions](#), 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
- Revised: August 11, 2016

LEGAL REF:

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

CROSS REF:

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

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Disciplinary Removal from Classroom
Designation	JKBA-R
Office/Custodian	Education/Director of Culture & Services

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~~ be addressed directly using restorative practices.

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. The alternative setting should be educational in nature and the student should not be kept out of the classroom any longer than is necessary to receive restorative discipline for their behavior.

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~~ behaves in a manner that is inconsistent with the code of conduct in during a class period or ~~during throughout~~ the school day. The teacher may remove a student ~~by using approved discipline management techniques if the student is not responding positively to restorative interventions or by~~ sending the student to the principal's or designee's office for a short period of time. The principal or designee will continue to attempt restorative interventions in an effort to return the student to the instructional environment without undue delay. 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. A teacher's decision to remove a student from class for behavior covered by board policies regarding suspension and expulsion may, but does not necessarily mean, that the student will also be suspended and/or recommended for expulsion.
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 unwarrantedly 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~~ Creating an unsafe physical, emotional, or psychological environment.
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
- Teachers should not engage in inappropriate interactions that bait a student into misconduct. For example:
- a. Calling out or belittling a student based on race, linguistic heritage, gender, or other identity factor
 - b. Disclosing individual academic performance as a mechanism to humiliate a student in front of their peers
 - c. Making a student the subject of a joke or teasing the student about their personal or physical characteristics

Procedures to be followed for formally removing a student from class

Unless the behavior is extreme as determined by the teacher, a teacher shall employ restorative practices and 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 and any restorative interventions that were attempted to prevent removal.

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 recommendation for 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 in accordance with due process. 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, employ restorative practices to determine if the student is emotionally~~ 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~~ to the 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. Every effort will be made to ensure that the student will not be negatively impacted academically if their subsequent behavior would allow them to continue their studies in another section of the course.~~

Review by principal or designee

The principal or designee 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~~ in the student information system by documenting the student, the teacher, anyone harmed by the student's behavior, any students who were questioned by the administration about the incident, details of the incident, and the amount of time the student was out of the instructional environment. 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 shall be subject to evaluation and supervision by the teacher's supervisor as provided in Board policies and procedures.

- Adopted: August 10, 2000
- Revised: February 15, 2006
- Revised: April 8, 2010
- Revised: September 12, 2013
- Revised: August 11, 2016

BOARD OF EDUCATION AGENDA ITEM 9.04

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Marie LaVere-Wright, Board President
TITLE OF AGENDA ITEM:	Board Evaluation Process
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: High performing Boards of Education utilize a process of evaluation of the Board's leadership, goal setting, and professional development to continuously improve their leadership as a governing body. The behaviors and qualities necessary to be a high performing Board were documented in the Iowa Lighthouse Study, and have also been defined in the Key Work of School Boards. The District 49 Board of Education currently uses a checklist for board members and chiefs to evaluate the efficiency of regular board meetings however this tool is not adequate to evaluate our strengths and opportunities for improvement as a governing body or to guide in the development of performance goals and professional development for the board.

RATIONALE: In order to fulfill our vision of becoming the best district to learn, work, and lead, the Board should consider adopting a process for Board Evaluation and growth. District 49 has adopted the Baldrige Model for continuous improvement. It is appropriate for the Board of Education to use a tool for evaluation and professional growth aligned with the Baldrige model. The Baldrige Model is also consistent with the Iowa Lighthouse Study and Key work of School Boards.

RELEVANT DATA AND EXPECTED OUTCOMES: Adopting a formal process of evaluation, goal setting, and professional development for the Board will improve our leadership as a governing body, improve the relationship between the board and our community and increase support for our district.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	A high performing Board of Education will earn the trust and respect of our community, which will in turn increase community support for our district. This support is key to providing the resource needed to achieve Rocks 2-5
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: TBD

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Determine a process for formal evaluation and goal-setting for the Board of Education.

APPROVED BY: Marie LaVere-Wright, BOE President

DATE: June 30, 2016



Board Evaluation

The key to continuing our journey
towards performance excellence

Why evaluate Board performance?



- Identify and clarify Board's purpose
- Reveal collective strengths and weaknesses
- Enhance accountability
- Facilitate goal setting
- Ensure ethical and effective board member behavior

Taken from MSBA presentation at 2016 NSBAConference

Kowalski, et.al (2011) American School Superintendent: 2010 Decennial Study

Opportunities for improvement



RMPex feedback

1.2a (2) D49 does not use leadership and BOE performance evaluation feedback to improve leadership system effectiveness

1.2b (1)&(2). D49 does not have defined measures and goals for compliance and ethical governance processes

Guiding questions



- What are the standards?
 - Baldrige Education Criteria
- What is our current performance?
 - Self evaluation; 360 evaluation
- What do we need to do?
 - Develop Board Growth Plan
- How are we progressing?
 - Monitor, evaluate, and revise Growth Plan

Policy key points



- Dual purpose of policy
 - Direct Board development
 - Accountability to our stakeholders
- 360 evaluation of Board innovative
- Evaluation and progress are public!!
- Policy requires we take advantage of our opportunities for improvement

Proposed next steps



- Board review and revision of proposed policy
- Legal review of proposed policy
- Adopt policy
- Determine appropriate timeline within annual calendar



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Board of Education Evaluation and Professional Development
Designation	BAA
Office/Custodian	Board of Education/

The Board of Education has adopted the cultural compass as the guiding paradigm for how all members of our district will strive to treat their work and one another. As a part of this commitment to one another and our District 49 community, it is imperative that the Board of Education has a formal method to hold itself accountable by evaluating its performance, finding opportunities for improvement, and setting goals to strategically improve our leadership as a governing body. It is our goal to follow a respectful, transparent process to ensure we continue to improve our leadership, and to earn the trust of our community through open and honest dialogue regarding our collective strengths, and challenges.

As the Board of Education acts as one governing body, the Board will be evaluated as a body, not as individuals. On an annual basis, the board commits to the following process:

- A. Each Board member will independently evaluate the Board as a body using a self-evaluation instrument aligned with the Baldrige Criteria for highly effective Boards.
- B. The Board of Education will seek 360° feedback through an anonymous instrument administered by a third party aligned with the same criteria.
- C. A summative report identifying the strengths and opportunities for improvement for the Board will be prepared, and will be reviewed by the Board at a public meeting.
- D. The Board will set annual goals for improvement with an associated Board Growth Plan based on the information included in the summative report at a public meeting.
- E. The summative report of the Board evaluation, goals and growth plan will be available to the public.
- F. Subsequent annual evaluation summative reports will include a report on the progress made towards the prior year's goals and action plan.

- Adopted:
- Revised:

LEGAL REFS:

CROSS REFS:

Board Growth Plan

Standard of Effective Board Practice:

Identify the standard of effective board practice for improvement

Baseline Performance:

The baseline performance determined by the board at the beginning of the evaluation process

Objective

Craft the intended objective to demonstrate growth

Alignment of Objective to district strategic plan and/or other district priorities:

Explain how the objective is tied to the district strategic plan and/or other initiatives

Performance Evidence and Measures:

List the types of evidence that would be applicable for measuring attainment of the objective

Strategies and Action Steps:

Deconstruct objective into the needed strategies and action steps

Evidence of completion of Strategies and Action Steps:

List the evidence needed to determine completion of the strategy/action step

Strategy/Action Step Leader:

Identify the board member(s) who will be responsible for monitoring board progress and identify any barriers to progress

Monitoring Date and Completion Date:

Identify the dates for the board to review progress and the actual completion date of the strategy/action step

Board Growth Plan

Standard of Effective Board Practice:				
Baseline Performance:				
Objective:				
Alignment of Objective to CSIP and/or district initiatives				
Evidence and Measures:				
Strategy/Action Step	Evidence of Completion	Leader	Monitoring Date	Completion Date

BOARD OF EDUCATION AGENDA ITEM 9.05

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Jack W. Bay; Chief Operations Officer
TITLE OF AGENDA ITEM:	District Modular Space Review 2016
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE: The facilities team and the planning department have been monitoring the aging modular space of the District for the past several years. The last modular update was provided to the Board in 2014. Consequently, we are presenting a brief update for your information and discussion. In addition, the age, the condition of the communication/planning/purchasing modular and a pending refresh of this unit at Central office has prompted a review of this particular modular.

RELEVANT DATA AND EXPECTED OUTCOMES:

The modular space that exist throughout the District continues to age and the condition of many of them requires constant attention by the facilities team. In the 2014/2015 and the 2015-2016 fiscal years approximately \$250,000 was spent to improve the overall aesthetics, comfort and efficiency of the District modular's space. However, several units including the modular space at Central office, are in need of some attention. As a result of these issues, the need to provide an update on modular space review to the Board is pertinent. After the presentation of the District 2016 modular space review the COO anticipates the Board will provide some direction on the next steps to resolving the communication/planning/purchasing modular in particular.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	An update of the modular space with provide additional insight to facility concern regarding develop a long term strategy to replace or improve this space.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	The facilities team desires to provide and maintain facilities that are safe, aesthetically pleasing, comfortable and efficient including modular space.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: May require additional Capital Funding

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: The Board of Education provide some direction on the next steps to be taken by the administration regarding the District's overall modular space and the communication/planning/purchasing modular in particular.

APPROVED BY: Jack W. Bay Chief Operations Officer

DATE: July 1, 2016



Modular Space Review 2016

Jack Bay

Melissa Andrews

July 14, 2016

Overview:



Modular Space Review July 14,2016

Summary Overview					
Total Modular	SqFt				
Total Modular Sq Ft	105,184				
District Sq. Ft	1,607,605				
% of Total Sq Ft	6.54%				

Age of Modular	Total	Sq Ft	% Age	% Sq Ft	Projected Replacement costs @ \$65/sqft
0-5 years	1	9,500	1.8%	9.0%	\$617,500
6-10 years	1	1,920	1.8%	1.8%	\$124,800
11-15 years	27	54,164	47.4%	51.5%	\$3,520,660
16-20 Years	9	12,960	15.8%	12.3%	\$842,400
Over 20 Years	19	26,640	33.3%	25.3%	\$1,731,600
Total	57	105,184	100.0%	100.0%	\$6,836,960

Total Capital Funds Spent to Refresh

2014-2015 Fiscal year	\$86,000
2015-2016 Fiscal yeay	\$75,000
Total Capital Funds	\$161,000

Refresh Included

New Roofs
New Carpet
New Windows
Repairs - Misc

Why the modular's exist:

1. Low cost alternative to permanent space

1. Modular's can be delivered for a fraction of the permanent construction space
 1. \$75 per sq ft versus \$295 to \$300 per sq ft

2. During the Districts major grow spurt the modular were purchased

1. 1993-1995 17 mods were purchased to augment the building core capacities of many school campuses
2. 1999-2005 36 mods were purchased to augment the building core capacities of many school campuses

Estimated Cost to Replace Modular Space:

1. Estimated Replacement cost

1. The current modular space is approximately 105,000 sq ft.
2. The estimated cost to replace this amount of modular sq. ft. is approximately
 1. \$31,500,000 at \$300 per sq ft for the building space if the campuses foot print will allow for additions.
 2. \$34,125,000 at \$325 per sq ft for the building space if the campuses foot print will allow for additions.

Concerns:

1. Aging of the modular fleet

1. 33.3% are over 20 years old
2. projected life of a modular is 15 -17 years

2. Need Long Term Strategy to eliminate modular space

1. 49.1 % are at or beyond their projected life

3. Safety and Security are more difficult to attain in the mods

4. Maintaining Mods at or beyond their projected life

Alternatives:



1. Invest in existing other central office space
 - a. Add mezzanine space in auxiliary services building warehouse area
 - can be done with modular office space and mezzanine in less than 90 days
 - estimated costs \$280,000
 - b. Invest in second story expansion in the Auxiliary Services Building
 - can be phased to add approximately 5,000 sq. ft.
 - estimated costs TBD
 - c. Invest in adding possible two story space for office, conference – board room space in the Creekside Gym area that is 92'x65'
 - Long range solution grow office space needs

Funds Available:



5. The 2016-2017 capital budget has earmarked for possible project (\$200,000)
6. Deferment of the Evans new roof project scheduled for this year could free up some capital funds if needed (\$400,000)

Recommendation:

The Facilities team along with the COO/Chiefs would recommend one of the following capital alternatives for the communication/purchasing mod in the immediate future:

1. **Removing this modular and building a mezzanine that would replace the space in the warehouse. The facilities and COO are willing to relocate to the second story space to free up office space on the main floor.**
 1. Estimated cost \$280,000
 2. Would allow for future expansion into the other two story space
 3. Provides a long term concept to addressing space needs
2. **Replacing the space with a new modular office space**
 1. Estimated costs would be \$150,000
3. **Remodeling the current space**
 1. Estimated costs would be \$135,000
4. **Invest in the Creekside Success Center to reconfigure the current gym space to add office space, conference room space and future Board Room Space,**
 1. Estimated costs would be \$600,000 to \$700,000
5. **Create an Semi Annual modular inspection/review program to continuously monitor this facility concern**
 1. Estimated Annual costs \$7,500

Board of Education:



1. The COO/ Chiefs are in need of direction from the Board of Education to resolve the short and long term office space concerns and needs for the district.

BOARD OF EDUCATION AGENDA ITEM 9.06

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	Marie LaVere-Wright, President, Board of Education
TITLE OF AGENDA ITEM:	Board Resolutions for Colorado Association of School Boards
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: CASB's Legislative Resolutions Committee submits resolutions annually as a slate for action by the delegates. The Delegate Assembly takes action on the resolutions and those adopted become what CASB staff will fight for, or against, at the state capitol and throughout the legislative session.

RATIONALE: Local boards are encouraged to submit resolutions to CASB. By submitting resolutions for consideration, the board can take an active role in establishing how CASB will approach crucial education issues that the legislature may take up in the next session and in highlighting those issues on which CASB should proactively lobby for legislative change that will benefit local school boards and the students those boards serve. To be considered for inclusion at the CASB Delegate Assembly, new resolutions must be submitted by August 28th.

RELEVANT DATA AND EXPECTED OUTCOMES: Begin discussions on topics and ideas for legislative action, or suggested revisions or additions to current resolutions by reviewing final resolutions from CASB's 74th Annual Delegate Assembly.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Legislative action can help or hinder action at local level due to determination of funding and mandates
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Legislative action can help or hinder action at local level due to determination of funding and mandates
Rock #3 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	Legislative action can help or hinder action at local level due to determination of funding and mandates
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Legislative action can help or hinder action at local level due to determination of funding, regulatory hurdles, and mandates
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Legislative action can help or hinder action at local level due to determination of funding, regulatory hurdles, and mandates

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Board members and Chief Officers should prepare to share any suggestions for new or revised resolutions for submission to CASB at the August 11th regular meeting.

APPROVED BY: Marie LaVere-Wright, BOE

DATE: July 1, 2016

Standing Resolutions

Local Control

Colorado's Constitution acknowledges the diverse nature of Colorado school districts and establishes locally elected school boards vested with control of instruction as the guarantor of educational quality responsive to local needs.

Control of instruction, including efforts to restructure and fund public education, must be guided by student needs, improved academic achievement, and responsible use of financial resources as determined by the locally elected school board.

Essential functions of the local board of education's constitutional authority include establishing the course of curriculum and instruction, the process for determining the terms and conditions of employment for school district employees, and the budget to be used to implement the local community's priorities.

Finance

The state must provide Colorado's public schools with adequate and reliable funding pursuant to a formula that balances federal, state and local revenue sources and is intended to fully fund the legal requirements for and meet the educational needs of all Colorado students.

New legislation must expressly consider cost at the state and local levels and be fully funded before it may be enforced by the state.

Ineffective mandates must be stripped from the law.

Student Achievement

CASB supports a system of accountability that stresses local measures that inform instruction and separately acknowledges a need for a statewide system that allows measurement of school and district effectiveness and comparison between school districts.

CASB opposes any state mandates beyond the federal minimums with respect to assessment and educator licensure to assure local boards' flexibility to allocate instructional time and place the best teacher in every classroom.

Colorado school boards' constitutional authority includes the right to develop schools and programs to supplement current programs and ensure student access to diverse learning opportunities.

2017 Legislative Session Resolutions

*[to be populated by the Legislative Resolutions Committee and
Member Submissions]*

Mission Statement

Advancing excellence in public education through effective leadership by locally elected boards of education.

Vision Statement

The Colorado Association of School Boards through leadership, service, training and advocacy prepares local boards of education to advance a system of public schools where all students are challenged to meet their full potential.



Colorado Association of School Boards

1200 Grant Street
Denver, Colorado 80203-2306
303-832-1000 • 800-530-8430
www.casb.org

Connect with CASB!
www.facebook.com/ColoSchoolBoards
[@CASBConnect](#)

Resolutions Submission Form**User Information**

Name:	Anonymous	Email:	N/A
IP Address:	209.248.72.40	Time Spent:	0 days, 0 hours, 2 minutes, 102 seconds, 102000 milliseconds
Started:	08/26/2015 3:42 PM	Completed:	08/26/2015 3:44 PM

1. If you would like to submit a resolution for the Legislative Resolutions Committee to consider, please outline your resolution here.

CASB urges the United States Congress to amend the Drug Free Schools and Communities Act to include an exception for the administration of non-psychoactive cannabinoid oils to students on school grounds under medical supervision when prescribed by a treating physician.

2. Rationale Statement

Students with significant medical needs are migrating to Colorado to pursue treatment with non-psychoactive cannabinoid oil for intractable medical conditions such as Dravet's syndrome. Mainstream medical facilities like Children's Hospital and Memorial Hospital are allowing administration of cannabinoid oils to children in their facilities under compassionate care policies. In the current environment, caregivers may decide to medicate their children during the school day without the school's knowledge or cooperation because staff in the school setting cannot facilitate administration of therapeutic cannabinoid oils without putting the school's federal funding at risk. This undermines our ability to partner with the parent to truly do what is best for the child. Providing an exception would allow the schools to apply the same constraints used for the administration of all other medications during the school day which would increase overall student safety.

3. Resolution submitted by (Board of Education)

District 49

4. Contact Person

Marie LaVere-Wright

5. Email Address

mlavere-wright@d49.org

6. Phone

719-495-1128

Resolutions Submission Form**User Information**

Name:	Anonymous	Email:	N/A
IP Address:	209.248.72.40	Time Spent:	0 days, 0 hours, 4 minutes, 264 seconds, 264000 milliseconds
Started:	08/26/2015 3:37 PM	Completed:	08/26/2015 3:42 PM

1. If you would like to submit a resolution for the Legislative Resolutions Committee to consider, please outline your resolution here.

CASB urges the General Assembly to determine a mechanism separate from the school funding formula to fund the infrastructure and updates in technology required for districts to meet both instructional and testing requirements of the 21st century.

2. Rationale Statement

The inclusion of 21st century skills in the Colorado Academic Standards combined with online administration of mandated state testing has created a defacto unfunded mandate for local school districts. In addition the disparate ability of districts to provide adequate access to technology for students can be interpreted as a failure to provide a thorough and uniform education for all Colorado students.

3. Resolution submitted by (Board of Education)

District 49

4. Contact Person

Marie LaVere-Wright

5. Email Address

mlavere-wright@d49.org

6. Phone

719-495-1128

RESOLUTIONS Submitted to CASB 7-30-14

#1 - Provide an option for an individual school district to propose (for State Board Approval) an alternative assessment system incorporating nationally or state-normed assessment.

#2 - Support full reimbursement for Special Education costs. Current reimbursement for mandated special education services is far below the true cost of serving this student population, requiring substantial subsidy from school districts general funds.

#3 - Allow school districts, at their option, to utilize regional building departments for all permits and inspections, rather than reserving electrical and plumbing for the state.

#4 - For any new statutory or regulatory expectations imposed on schools and districts (mandates) the Colorado Legislature shall appropriate new resources sufficient to fully fund the implementation costs of the mandates.

#5 - The Legislature shall direct the Colorado Department of Education to collaborate with district or charter school boards of education and superintendents (as well as their professional associations (CASE and CASB respectively) to develop a system for counting student enrollment that is more equitable than the current single-day "October-count" model.

#1 - Rationale: The purpose of such flexibility would be for districts to create assessment systems that are sensitive to local priorities while still providing the state a way to hold districts accountable for student performance and growth.

#2 - Rationale: Legislative action and court decisions continue to redefine the definition of Free Appropriate Public Education, which increases the level of services and therefore the cost to meet this legal requirement. Without full reimbursement, districts must cut other vital programs to meet the increased costs to stay within the changing legal mandate.

#3 - Rationale: This would alleviate backlog at state inspection offices, and allow districts to complete projects in a timelier and therefore cost-effective manner.

#4 – Rationale: Without full reimbursement, districts must cut other vital programs to meet the increased costs to stay within the changing legal mandate.

#5 – Rationale – added at CASB's request 8/6/14: Adding a second enrollment count day in February would allow districts to make mid-term adjustments to aid when students come and go during the school year. Educating children isn't based on an annual decision. Month-to-month or day-to-day decisions are necessary which may require different resources. Many school districts recognize a significant amount of growth after the October count. Educational funding should be supported for those new students.

BOARD OF EDUCATION AGENDA ITEM 9.07

BOARD MEETING OF:	July 14, 2016
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Ongoing review of Board policies to ensure compliance with current laws and regulations and to ensure policies align with practices that best serve the district.

RATIONALE: Board policies are routinely reviewed to ensure that they are current and reflect applicable federal and/or state regulations as well as the needs and processes of the districts.

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
9.07a	BBBA	Board Member Qualifications	D. Richer	Add director district
9.07b	EEAC, EEAC-R	Bus Scheduling and Routing	G. Hammond	Periodic review; minor revisions
9.07c	EEAE	Bus Safety Program	G. Hammond	Periodic review; no changes
9.07d	EEAEA, EEAEA-R	District Employee/Driver Requirements, Training and Responsibilities	G. Hammond	Periodic review; see revisions
9.07e	EEBA	District-Owned Vehicles	G. Hammond	Periodic review; minor revisions
9.07f	IHAL, IHAL-R	Religion in the Curriculum	L. Fletcher	Reviewed case law and 1 st amendment to US Constitution; recommend repeal of regulation
9.07g	JFAA	Residency Requirements for Admission	L. Fletcher	Added item for military children
9.07h	JFABA	Nonresident Tuition Charges	L. Fletcher	
9.07i	JFABB, JFABB-R	Admission of Non-immigrant Foreign Students	L. Fletcher	Periodic review; see revisions
9.07j	JICEC, JICEC-R	Student Distribution of Noncurricular Materials	L. Fletcher	Periodic review; see revisions
9.07k	JICED	Student Expression Rights	L. Fletcher	Periodic review; no changes
9.07l	JID	Students of Legal Age	L. Fletcher	Periodic review; minor revision
9.07m	JIE/JIG	Pregnant/Married Students	L. Fletcher	Periodic review; no changes
9.07n	JII	Student Concerns, Complaints & Grievances	L. Fletcher	Periodic review; minor change
9.07o	JLIB, JLIB-R	Early Dismissal of Students	L. Fletcher	Periodic review; minor change
9.07p	KEC, KEC-R	Public Concerns/ Complaints about Instructional Resources	L. Fletcher A. Whetstine	Periodic review; minor changes

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the District.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, move 16 policies for action at the next regular board meeting.

REVIEWED BY: Peter Hilts, Chief Education Officer

DATE: July 1, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Board Member Qualifications
Designation	BBBA
Office/Custodian	Board of Education/Executive Assistant to the BOE

A candidate for the office of school director shall be:

1. ~~a~~a resident of the school district and a registered voter, as shown on the books of the county clerk and recorder, for at least 12 consecutive months prior to the election.
2. ~~e~~Eighteen (18) years or older by the date of the election.
3. ~~a~~a citizen of the United States.
- ~~3-4.~~ a resident of the director district in which he or she is a candidate

No candidate may run representing a political party.

In addition, any person who has been convicted of, pled guilty or nolo contendere to, or received a deferred judgment of sentence for commission of a sexual offense against a child is ineligible for election to a school district board of education.

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

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

- Adopted: October 8, 2009
- Reviewed: December 11, 2014
- Revised: August 11, 2016

LEGAL REFS:

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



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Bus Scheduling and Routing
Designation	EEAC
Office/Custodian	Operations/Director of Transportation

Route planning

Safety of the students and the effective use of drivers, ~~and~~ equipment, and available time will be the focus of route planning.

The Director of Transportation is responsible for the establishment of bus stops and the creation of routes under state regulation and department procedures.

~~Efficiency tools to be applied are consolidated trips (double trips in a single run) and staggered school bell times. Route planning will maximize bus capacity. Transportation service will not be provided on private roads, driveways or dead-end roads. The safest path of travel will be considered limiting u-turns and turn-arounds.~~

- Adopted May 17, 1984
- Revised: August 12, 1989
- Revised: November 3, 1994
- Revised: April 1, 1999
- Revised: April 7, 2005 (previously three separate policies: EEA, EEAA, and EEAC)
- Revised: November 3, 2005
- Revised: August 12, 2010 (to separate policy: EEA/EEAA/EEAC)
- Revised: Temporary Revision: August 11, 2011
- Revised: August 24, 2011
- Revised: August 11, 2016

LEGAL REFS:

- C.R.S. 22-32-113 (2) (*Board may determine routes*)
- C.R.S. 43-4-1904 (*discharge of passengers*)
- ~~1 CCR 301-26, Rule 4204-R-17.00 (Route Planning – Student Loading and Discharge) Rule 42204-R-224.00 (*small vehicles, 14 or less passenger capacity multifunction buses, or school buses may be operated on route*)~~

CROSS REFS:

- JQ, Student Fees, Fines and Charges
- LBD-R, Relations with District Charter Schools [GH1]



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Bus Scheduling and Routing
Designation	EEAC-R
Office/Custodian	Operations/Director of Transportation

These regulations specify the conditions and procedures under which the District may do bus scheduling and routing.

Bus routes shall be established and drivers assigned by the Director of Transportation or designee. Assignments shall be made in such a way as to obtain the most efficient use of equipment and personnel according to established procedures.

Bus stops shall be located on roads approved for school bus travel by the Director of Transportation or designee. Service shall not be provided on private roads, with the exception of turn-arounds; needs of a special education student or safety considerations for students. In all exception cases, written permission of the road/property owner must be obtained prior to use.

Prior to the establishment of any community bus stop, transportation personnel shall conduct a stop survey to ensure it meets district bus stop requirements.

Drivers are to make no changes whatsoever in routes or receiving and discharging points except in cases where road conditions require an immediate decision and such changes are absolutely required. When such conditions prevail, safety of the students is to be the governing factor. Drivers are to report such conditions to the Director of Transportation or designee as soon as possible.

- Adopted: March 4, 1999
- Revised: April 7, 2005
- Revised: August 12, 2010
- Revised: Temporary Revision August 11, 2011
- Revised: August 24, 2011
- Revised: August 11, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Bus Safety Program
Designation	EEAE
Office/Custodian	Operations/Director of Transportation

The safety and welfare of student riders shall be the first consideration in all matters pertaining to transportation. Pursuant to Colorado Department of Education regulations, safety precautions shall include the following:

1. Students shall be instructed about the proper procedure for boarding and exiting from a school bus and about proper and safe conduct while aboard.
2. Emergency evacuation drills shall be conducted at least two times a year to acquaint student riders with procedures in emergency situations.
3. Passengers of any school bus used on mountainous terrain shall not occupy the front row of seats and any seats located next to emergency doors unless the bus is equipped with retarders which supplement the bus brake system or the passengers are adequately restrained in a fixed position.
4. All vehicles used to transport students shall be inspected periodically to see that they meet safety regulations.

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

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

- Adopted: October 12, 1989
- Revised: March 4, 1999
- Revised: April 28, 2010
- Reviewed: August 11, 2016

LEGAL REFS:

- C.R.S. 42-4-707 (*certain vehicles must stop at railroad grad crossings*)
- C.R.S. 42-4-1901-1904
- 1 CCR 301-26, Rules 4204-R-200 *et seq.*

CROSS REFS:

- EEAEG, Use of Wireless Communication Devices by District Employees

BOARD-APPROVED POLICY OF DISTRICT 49

Title	District Employee/Driver Requirements, Training and Responsibilities
Designation	EEAEA
Office/Custodian	Operations/Director of Transportation

All District employees that drive a District vehicle shall conform to ~~all~~ federal and state laws and regulations, Board of Education policies, and departmental procedures and rules of the Colorado Department of Education in regarding vehicle to use, insurability standards, motor vehicle record (MVR) monitoring, accident reporting, training, licensing, and other requirements and shall participate in required training programs.

Those District employees that transport students shall also conform to the additional requirements set forth by the Colorado Department of Education rules and regulations regarding operation of school transportation vehicles.

The Transportation Director is responsible for

- Establishing and conducting a vehicle accident review committee to make vehicle accident preventability determinations;
- Establishing the district vehicle insurability standards, in consultation with the District risks and benefits manager and the district vehicle insurance provider;
- Establishing district procedures for a MVR monitoring program;
- Establishing and conducting the District's Department of Transportation required Drug and Alcohol Testing Program for commercial vehicle drivers; and
- Communicating with the direct supervisor of any district employee regarding any concern raised while driving a district vehicle.

- Current practice codified: 1992
- Revised: March 4, 1999
- Revised: November 11, 2010
- Revised: August 11, 2016

LEGAL REFS:

- C.R.S. 42-2-401 *et seq.* (Commercial Driver's License Act)
- 1 CCR 301-26, Rules 4204-R-200 *et seq.*

CROSS REF:

- EEAEAA, Drug and Alcohol Testing for Commercial Drivers/Licensed Employees
- EEBA, School-Owned Vehicles

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

Title	District Employee/Driver Requirements, Training and Responsibilities
Designation	EEAEA-R
Office/Custodian	Operations/Director of Transportation

Motor Vehicle Records (MVR).

~~Motor vehicle records~~ MVR's shall be requested ~~quarterly at least annually~~ from the Colorado Department of Revenue by the transportation department for all qualified ~~trained and~~ licensed employees that operate District vehicles ~~or transport students~~. MVR's will be compared to the district insurability standards to determine if employee continues to be insurable.

Employee Responsibilities:

- Have and maintain a Colorado driver license commensurate with the type of District vehicle(s) being operated;
- Provide District, in writing, permission to monitor on a continuing basis their MVR;
- Report immediately any accident involving a district vehicle to their immediate supervisor;
- Prepare, within one working day, an accident report with the transportation department for any vehicle accident, regardless of fault, involving a district vehicle.
- Report, within one working day of receipt, any moving traffic citation received whether while driving a district vehicle or any non-district vehicle.
- Pay any fines or fees associated with receipt of a moving traffic citation received while operating a district vehicle.
- Provide, within three working days of receipt, to their supervisor a copy of any moving traffic citation received.

Special permission must be obtained from the Chief Education Officer, Chief Operations Officer or designee to transport students in a non-district owned vehicle. Such special permission shall not be granted unless the employee and vehicle to be used carry sufficient liability coverage in compliance with State law. A record of such insurance coverage shall be filed with the Director of Transportation or designee ^[GH1].

Students shall only be transported in district vehicles designated as school transportation vehicles in CDE regulation. Employees shall only transport students in a district vehicle if they have been certified to do so by the transportation department.

~~Any District employee that has been trained or licensed to operate a District vehicle that receives a traffic citation while driving a District-owned vehicle or a private vehicle shall be responsible for paying any fines or fees associated with such a citation. The District employee shall report the circumstances of the citation with his/her immediate supervisor, director or designee within one working day. The employee's immediate supervisor shall then notify the Director of Transportation or designee within three (3) working days. The~~ Director of Transportation or designee along with the employee's immediate supervisor shall make a recommendation to the Chief Education Officer, Chief Operations Officer or designee for termination, probation, or other disciplinary action based on the information gathered.

- Adopted: November 11, 2010
- Revised: January 10, 2013
- Revised: August 11, 2016

LEGAL REFS:

- C.R.S. 42-2-501 *et seq.* (*commercial vehicle*)
- ~~C.R.S. (*mountain training*)~~
- 1 CCR 204-12 (*Colorado Department of Revenue, Division of Motor Vehicles, Commercial Drivers' License rules*)
- 1 CCR 301-26, ~~Rules 420-R-201 through 207~~ *et seq.*

CROSS REF:

- EEAEAA, Drug and Alcohol Testing for Commercial Drivers/Licensed Employees
- EEBA, District School-Owned Vehicles



BOARD-APPROVED POLICY OF DISTRICT 49

Title	DistrictSchool-Owned Vehicles (Use of Seat Belts)
Designation	EEBA
Office/Custodian	Operations/Director of Transportation

The use of seat belts in District-owned vehicles is mandatory for the vehicle operator and all personnel using passengers riding in vehicles that are equipped with seat belts. Drivers of all vehicles used to transport district students ~~or~~ shall be responsible for ensuring that all students passengers use safety belts where the vehicle is so equipped. The exception is for students with special transport requirements who may be safely restrained using an approved alternate safety restraint system. The driver shall not begin to move the vehicle until the driver and all passengers are belted^[GH1] or secured.

- Adopted: May 17, 1984
- Revised: October 12, 1989
- Revised: March 4, 1999
- Revised: May 13, 2010
- Revised: August 11, 2016

LEGAL REF:

- C.R.S. 42-4-236



BOARD-APPROVED POLICY OF DISTRICT 49

Title	<u>Teaching About Religion In The Curriculum</u>
Designation	IHAL
Office/Custodian	Education/Director of Culture & Services

Religious education is the responsibility of the home and church and shall remain the free choice of the individual, according to American heritage and the Constitution. As a subdivision of government, District 49 shall observe neutrality in matters of religion, neither opposing nor promoting religion. Informed by the Establishment Clause of the 1st Amendment of the United States Constitution, which specifies that congress will make no law respecting the establishment of religion, public entities should neither promote nor disparage any religion. In accordance with the aforementioned, School District 49 will not develop, acquire, nor present any curriculum that is intended to promote or disparage any particular religion, or serves to proselytize for a particular religion. However, the bible may be taught as literature, lessons may be taught about the role of religion and religious institutions in history, or courses may be offered on comparative religion if the latter's intent is not to promote or disparage any particular religion. For example, to study the Bible without violating constitutional limits, the class would have to include critical rather than devotional readings and allow open inquiry into the history and content of biblical passages.

Religion influences many areas of education, such as literature, music and art, and history. Religious roles in civilization can and should be taught properly. However, the curriculum is not the proper forum for religious worship or celebration, advocacy of religious belief or non-belief, or the denigration of such belief or non-belief. Informed by the Free Expression Clause of the 1st Amendment of the United States Constitution, which specifies that governments may not "unduly infringe" religious exercise, the Supreme Court has ruled that this conduct remains subject to regulation for the protection of society to prevent professed doctrines of religious belief from becoming superior to the law of the land. In accordance with the aforementioned, School District 49 will not sponsor any religious-based curriculum or associated practice in a school environment that constructively violates federal, state, or local legislation. Hence, religious beliefs do not override legislation that requires inclusive academic environments, which are free from harassment and discrimination.

School district employees retain the right to Free Expression in their private lives; however, they cannot promote practices or display artifacts that would violate the Establishment clause while on district property during traditional business hours. Personal items such as religiously based jewelry are not a violation of the Establishment Clause unless it is referenced as part of dialogue intended to promote or disparage any religion. However clothing, which features religious text in a manner that is intended to be disparaging to any person or group, would constitute a violation of this policy. School district facilities may be utilized for religious activities after traditional business hours, but no religious group should be given favor or excluded from the opportunity to use district facilities. While it is not acceptable for individuals to deliver purely religious lessons on district property during traditional business hours, it is permissible to release students to attend religious education at non-district facilities if it does not remove them from required instruction and their parents have agreed to their participation. School District 49 shall observe neutrality in matters of religion; neither opposing nor promoting religion to ensure a culture of fairness abides within the district's schools and community.

- Adopted: November 3, 1977
- Reviewed: September 2, 1999
- Revised: July 8, 2010

- [Revised: August 11, 2016](#)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Teaching About Religion
Designation	IHAL-R
Office/Custodian	Education/Director of Culture & Services

- ~~1. In order to insure that the District upholds Constitutional standards within the religiously neutral role assigned to public schools, the following questions established by the U. S. Supreme Court should be asked of each school-sponsored activity involving the use of religious material.~~
 - ~~a. Does the activity have a secular purpose?~~
 - ~~b. Is the activity's primary effect one that neither advances nor inhibits religion?~~
 - ~~c. Does the activity involve an excessive entanglement between the school and a religious organization?~~
- ~~2. In order to help the staff implement these standards, each staff member should be able to answer yes to each of the following questions before proceeding.~~
 - ~~a. When religious material is used, is its use intrinsic to the learning experience? Is it presented objectively?~~
 - ~~b. Is the role of using religious material one of neutrality, neither promoting nor inhibiting religious views?~~
 - ~~c. Is the excessive use of religious material such as sacred music, religious symbols or scenery avoided?~~
 - ~~d. Does the planning of seasonal programs and other classroom activities consider the various beliefs and sensitivities represented by the pluralistic society in which we live?~~
 - ~~e. Is the activity presented in a balanced format through the careful selection of instructional resources?~~
 - ~~f. Is the purpose and effect of the activity involving religious material to expose students to religious beliefs rather than to compel student affirmation or denial of religious beliefs?~~

● ~~Adopted: July 8, 2010~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Residency Requirements for Admission
Designation	JFAA
Office/Custodian	Education/Director of Culture & Services

Subject to restrictions stated in law and board policy, District schools shall be open for the admission of all children, between the ages of six and twenty-one years old, residing in the district.

A student is deemed under state law to reside in the district if:

1. Both the student's parents reside in the district.
2. The student's surviving parent resides in the district.
3. The parent with whom the student resides the majority of the time pursuant to a court order resides in the district.
4. The legally appointed guardian of the student resides in the district.
5. The student is emancipated and resides in the district.
6. The student is permanently dependent for his or her maintenance and support on someone other than nonresident parents or upon any charitable organization, and the student actually makes his or her home and receives support within the school district.
7. One of the student's parents/guardians is a public officer or employee living temporarily for the performance of his or her duties in the school district.
8. The parents of the student are permanently separated, and the student actually lives with the parent who is a resident of the school district.
9. The student is considered legally homeless and is presently seeking shelter or is located in the school district.
10. [The student is an active duty military dependent whose parent\(s\) are on permanent change of station orders, temporary duty orders, or deployment orders, and the family has made arrangements for the student to reside in the district \(e.g., pending lease agreement, pending mortgage agreement, domicile with non-custodial parent, etc.\), which may necessitate a temporary stay in quarters outside the district's boundaries while in attendance at a district school.](#)

Regardless of the residence of the student's parents/guardians, if the student adopts a dwelling place within the district with the intent to remain there indefinitely and with the intent not to return to the dwelling place from which he or she came, and the child regularly eats or sleeps there, or both, during the entire school year, he or she is considered a resident of the school district. This shall not apply if the child regularly returns to another dwelling place during summer vacations or weekends.

At its discretion, the Board may allow admission of a child who lives in the district who has been abandoned by his or her parents.

The District shall require proof, as necessary, to support a claim of residency. This shall include proof of guardianship (order from a court of competent jurisdiction) and proof of residency of parents, guardians, or others from whom the child claims support.

- Adopted: September 7, 2000
- Reviewed: April 8, 2010
- Revised: August 11, 2016

LEGAL REF:

- C.R.S. 22-1-102 (*residence of child for school purposes*)
- C.R.S. 22-1-102.5 (*definition of homeless child*)
- [Interstate Compact on Educational Opportunity for Military Children](#)

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Nonresident Tuition Charges
Designation	JFABA
Office/Custodian	Education/Director of Culture & Services

The parents/guardians of Colorado students who are not residents of this school district shall not be charged tuition. Enrollment of these students shall be decided in accordance with the policy on inter-district choice/open enrollment.

However, the district may enter into a written agreement with any student's district of residence under which the district of residence agrees to pay tuition to allow the student to attend school within the district as long as the student is not a continuing enrolled student pursuant to ~~policy JFAB~~the Board's policy on continuing enrollment of students who become nonresidents.

When a nonresident student with a disability applies to enrolls ~~in a-and-attends~~ school in this district, the district shall provide notice to the student's district of residence and, if applicable, the student's administrative unit of residence. The student's district and, if applicable, administrative unit of residence shall be responsible for paying the tuition charge for educating the student in accordance with state laws and regulations. The amount of the tuition shall be determined pursuant to the rules developed by the Colorado Department of Education.

Out-of-state students who wish to attend school in this district shall be charged tuition in accordance with the rates adopted by the Board. ~~on an annual basis.~~

The ~~superintendent~~Chief Education Officer shall present to the Board for its consideration any request from parents/guardians for exceptions to this policy. The Board shall determine whether to consider the request and if it deems consideration appropriate, it shall make a determination on the merits of the request.

- Adopted: September 2, 2004
- Revised: August 11, 2016

LEGAL REFS:

- C.R.S. 15-14-104 (*delegation of custodial power*)
- C.R.S. 22-1-102(2) (defines "resident")
- C.R.S. 22-20-106 (designation of general and special education responsibilities for students with disabilities)
- C.R.S. 22-20-107.5 (defining district of residence for students with disabilities)
- C.R.S. 22-20-109 (*tuition provisions for special education students*)
- C.R.S. 22-23-105 (*residence of migrant children*)
- C.R.S. 22-32-113(1)(b),(c) (*transportation of students*)
- C.R.S. 22-32-115 (*tuition to another district*)
- C.R.S. 22-33-103 (*parent not required to pay tuition if resident of Colorado*)
- C.R.S. 22-33-106(3) (grounds for denial of admission)
- 1 CCR 301-8, Rules 2.02 and 3.01 (obligating school districts to be of sufficient size and capacity to operate their own special education programs or to join an administrative unit that does so)

CROSS REFS:

- JFAB, Continuing Enrollment of Students Who Become Nonresidents
- JFABD, Homeless Students

- JFBB, Inter-District Choice/Open Enrollment



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Admission of Non-immigrant Foreign Students
Designation	JFABB
Office/Custodian	Education/Director of Culture & Services

~~Falcon School District 49 acknowledges-recognizes~~ the educational and cultural value of international exchange programs and foreign exchange students and authorizes the admission of a limited number of nonimmigrant foreign exchange students to the ~~regular~~ education programs offered in the district's schools in accordance with this policy and accompanying regulation. The district reserves the right to deny admission to any student, in accordance with applicable law. To protect the interests of the district, its schools, and its students, only foreign exchange students from approved exchange programs and students privately sponsored by district residents shall be admitted.

Foreign exchange students shall not be considered candidates for high school diplomas from the district. However, these students may be awarded a certificate of completion and at the end of their stay may participate in the graduation ceremony.

This policy and the accompanying regulation apply to non-immigrant foreign exchange students who temporarily reside within the district's boundaries without their parents/legal guardians for the purpose of attending school and who qualify for a visa under regulations issued pursuant to the Immigration and Naturalization Act. This policy and accompanying regulation do not apply to resident aliens, political exiles, or students from other countries residing within the district's boundaries with their parents/legal guardians.

Foreign exchange students will be expected to meet all appropriate standards of any student enrolled in ~~Falcon District 49~~ Schools.

Foreign exchange students sponsored by an approved program (J-1 visa)

To protect the interests of the district, its schools and students, only foreign exchange students from an exchange program designated by the United States Department of State will be considered. Foreign exchange students admitted as part of an approved program are considered wards of the families with whom they reside.

Foreign students on a J-1 visa are not required by law to pay tuition.

~~Approved exchange programs are those designated by the United States Information Agency. Any program wishing to place international exchange students must also be a member in good standing with the Council of Standards for International Education Travel (CSIET). Foreign exchange students admitted as part of an approved program are considered wards of families with whom they reside.~~

Foreign exchange students privately sponsored (F-1 visa)

Privately sponsored foreign exchange students may be enrolled if an adult resident of the district has been given temporary guardianship and the student lives in the home of that guardian and if the student meets all legal requirements for a student visa.

Foreign students on an F-1 visa shall only attend secondary schools within the district and are required by law to pay the district for the full, unsubsidized per capita cost to the district for providing education to the student for the period of his or her attendance. The period of attendance may not exceed 12 months.

Acceptance and Enrollment Process

Enrollment Applications for international exchange students wishing to attend a district high school must be completed and presented to the Chief Education Office or designee for screening before being forwarded to the Learning Services principal or administrative designee of the designated coordinated school based on the host family's address for review and approval. The application must be submitted department administrator responsible for placing international students by June 1 for fall full-year enrollment and by December 15 for spring enrollment, only. Typically placements of foreign exchange students are for full year only, however, exceptions may be made by the principal or administrative designee for semester placements. No placements will be approved for less than a full semester in duration.

International students must arrive at the host family's home and complete an enrollment application register with Central Enrollment and the high school prior to the start of classes for the fall semester. The enrollment application will require the host family's government issued identification, proof of residency and complete exchange application approved by the principal or administrative designee.

Privately sponsored foreign exchange students may be enrolled if an adult resident of the district has been given temporary guardianship, the student lives in the home of that guardian, and if the student meets all legal requirements for a student visa.

This policy and the accompanying regulation apply to nonimmigrant foreign students who temporarily reside within the district's boundaries without their parents/legal guardians for the purpose of attending school. These students are those who qualify for a J-1 visa or an F-1 visa under the regulations of the United States Department of Justice, Immigration, and Naturalization. This policy and accompanying regulation do not apply to resident aliens, political exiles, or students from other countries residing within the district's boundaries with their parents/legal guardians. Students in the United States on a visitor visa are not entitled to enroll in the schools of the district.

Foreign students on an F-1 visa shall only attend secondary school within the district and are required by law to pay the district for the full, unsubsidized per capita cost to the district for providing education to the student for the period of his/her attendance. The period of attendance may not exceed 12 months. Foreign students on a J-1 visa are not required to pay tuition.

Foreign exchange students will be expected to meet all appropriate standards of any student enrolled in Falcon District Schools.

Although international exchange students will not be awarded a diploma from Falcon District 49, at the end of his/her stay the student may participate in the graduation ceremony and be awarded a certificate of attendance by the high school.

- Adopted: February 14, 1991
- Revised: November 6, 1997
- Reviewed: August 10, 2000
- Revised: April 28, 2010
- Revised: August 11, 2016

LEGAL REF:

- 8 U.S.C. 1101(a)(15)(F)(i)(definition of nonimmigrant student)
- 8 U.S.C 1184 (m)(admission of nonimmigrant elementary and secondary school students)
- 22 C.F.R.62.25 (eligibility for and administration of foreign exchange secondary student visitor programs)
- ~~8 USC 1101(a)(15)(f)(I)~~

CROSS REF:

- JFABA, Nonresident Tuition Charges



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Admission of Non-immigrant Foreign Students
Designation	JFABB-R
Office/Custodian	Education/Director of Culture & Services

Academic requirements

No foreign exchange student will be admitted who has already graduated from the equivalent of the ~~twelfth~~ 12th grade in his/her home country or who will reach the age of 18 years and six months before the program's start date. ~~The student must be at least fifteen years old and younger than nineteen by September 15 of the year in which he or she enrolls in Falcon District 49.~~

The student must have average or above-average grades in school. ~~at home and must not require special education services in order to function in the regular academic program.~~

~~The student must have sufficient knowledge of the English language to enable effective oral and written communication and to function in a regular educational setting without special assistance. If a student's English proficiency is found to be insufficient to function in the regular instructional program without special assistance, the exchange program or private sponsor must provide a tutor or make other educational arrangements for the student at their expense. If the program or sponsor fails to do so, the student will be withdrawn and INS will be notified.~~

Except as required by applicable law, t~~The d~~District will not provide foreign exchange students with admission to ~~special education programs,~~ English as a Second Language programs, ~~postsecondary options~~concurrent enrollment programs, or other special programs.

~~International students must enroll as full-time students in the District, including one language arts or English class and one American history or government class, and are expected to maintain passing grades in all classes.~~

General requirements

Foreign exchange ~~students will be treated as regular students. They~~ are responsible for complying with all ~~District-district~~ policies and regulations.

Foreign exchange students are expected to pay for ~~all lunches~~meals, books, athletic and student activity fees ~~and other fees~~, yearbook costs, and all other fees and expenses normally borne by students in the ~~District~~district unless the student is considered indigent and/or determined eligible for free or reduced price meals. ~~Foreign students are not entitled to free or reduced prices for lunches.~~

The eligibility requirements of the Colorado High School Activities Association ~~will~~shall be followed. ~~Accordingly, foreign students sponsored by an approved program may participate in organized sports, while those sponsored by a private sponsor may not.~~

The sponsor, host family, and local program representative must maintain personal contact with the school, must be available and willing to meet with school personnel when problems or circumstances require, and must assume full and final responsibility for resolving problems including the early return of the student if personal, family, or school difficulties cannot be resolved.

If a student's grades, attendance, conduct, or discipline are deemed unsatisfactory by the school, the student may be withdrawn. ~~and INS will be notified.~~

Admissions process

Approvals for admission must be obtained from the principal or administrative designee Learning Services by June 1 for fall full-year enrollment only or by December 15 for spring enrollment except under unusual circumstances.

All applications will be screened by the Chief Education Officer or designee before they are forwarded for review and approval of the principal or administrative designee of the designed coordinated school based on the host family's address.

When an international exchange organization wants to enroll an international exchange student, its representative will present required documentation to the Learning Services Department Chief Education Officer or designee. The designated school District district official will determine if the student's application meets standards established by the District. If the application is approved by Learning Services the Chief Education Office or designee and the high school principal where the student wishes to enroll, the high school principal or administrative designee will sign the exchange organization's enrollment form. Faleon School District 49 has the right to reject applications.

The student must attend the school in the attendance area in which the host family -or sponsor lives, unless an appropriate transfer is approved by the District. Should a large number of foreign students be scheduled for a particular school, a transfer to another school may be recommended by the District in order to create a balance in foreign exchange student enrollment.

Upon the student's arrival in the District, the adult sponsor (host family and/or local representative of the exchange program) and student must come to Central Enrollment to complete the enrollment process. Students must arrive in sufficient time for attendance on the first day of school.

Students requesting admission must submit In addition to the district's admission requirements, foreign exchange students requesting admission must submit:

1. Birth certificate or other proof of age.
2. Recent official transcript with English translation reflecting courses taken and grades earned.
3. Records showing required immunizations.
4. Evidence of medical insurance that will cover the student while residing in the District.
5. A letter of application written in English by the student that provides pertinent information about the student, including student's name, age, birth date, home address and phone number, level of education, reasons for wanting to attend school in the District, and the projected duration of enrollment.
6. The names, addresses and phone numbers of the exchange student's own parents/guardians, the host family, and the local exchange program representative.
7. Proof of English proficiency, including evidence that the student has successfully completed a minimum of three years of instruction in English and a letter of recommendation from the English language teacher documenting the level of proficiency or evidence that the student has passed a test of English language proficiency, such as the SLEP, TOEFL, or FSI.
8. 7. A current notarized temporary custody agreement between the student's parents and the host family and/or exchange program.

Private sponsors must submit:

- a. Proof of residence; or

~~b. Affidavit of support, including the following supporting evidence:~~

- ~~• A statement from an officer of a bank or other financial institution in which deposits are recorded giving details regarding the date the account was opened, the total amount deposited during the past year, and the present balance.~~
- ~~• A statement from the employer on letterhead stationery showing the date and nature of employment, the salary paid, and whether the position is temporary or permanent.~~
- ~~• If self-employed, a copy of the last income tax return filed.~~

Foreign students sponsored by an approved program (J-1 Visa)

Only programs designated by the United States ~~Information Agency~~ Department of State will be considered for placement of foreign students on J-1 visas.

The program must have a local representative residing in or near the District who will meet with the student, host family, and school personnel on a regular basis.

Orientation, both pre-departure and upon arrival in the United States, must be provided to help foreign students adjust to a new culture. Ongoing contact and support from the local representative of the exchange program must also be provided.

Orientation must be provided to the host family in advance of the foreign student's arrival. The family should be acquainted with the needs and requirements of housing a visitor for a long period of time, advised of potential problems in hosting a foreign exchange student, and provided with suggestions for coping with these problems. Ongoing contact and support from the local representative of the exchange program must also be provided.

~~Ongoing contact and support from the local representative of the exchange program must also be provided.~~

Foreign students on J-1 visas are not subject to tuition.

~~Academic standards and graduation~~

~~Foreign exchange students will be expected to meet all appropriate standards of any student enrolled in Falcon District schools.~~

~~Although international exchange students will not be awarded a diploma from Falcon District 49, at the end of his/her stay the student may participate in the graduation ceremony and be awarded a certificate of attendance by the high school.~~

Foreign students sponsored by relatives or friends (F-1 Visa)

Pursuant to federal law, only high school students are eligible for F-1 visas. A student may receive F-1 status for no more than ~~twelve~~ 12 months in a public school system. The student must have reimbursed the District in advance for the full, unsubsidized cost of educating the student. This amount will be determined ~~annually~~ by the Chief Education Officer or designee.

Payment of tuition must be in a certified or cashier's check in U.S. currency payable to the District. Should a student not be able to obtain a visa or not attend for some other reason, the tuition will be refunded in full. Should a student attend for less than a full school year, tuition will only be refunded if a true hardship situation is demonstrated.

~~The private sponsor assumes parental responsibility, including financial obligations while the foreign student is in attendance. The sponsor must demonstrate the ability to support the student prior to issuance of the I-20.~~

- Approved: February 14, 1991
- Revised: November 6, 1997
- Revised: September 2, 1999
- Revised: April 28, 2010
- Revised: October 27, 2011
- Revised: August 11, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Distribution of Noncurricular Materials
Designation	JICEC
Office/Custodian	Education/Director of Culture & Services

To understand Constitutional values such as the right to free speech, students must not only study such principles but also have an opportunity to put them into practice. However, there are limitations on the right of student free speech in the school setting that have been upheld by the courts because of the unique nature of the school community.

It is the goal of this policy to strike a necessary balance between a student's right of free speech and the school's responsibility to maintain an orderly and safe school environment which respects the rights of all students on school grounds and during school-sponsored activities.

Students shall be allowed to distribute non-curricular ~~written~~ materials on school property subject to restrictions on time, place, and manner of distribution set out in the accompanying regulations and the prohibitions set out below and in state law.

Prohibited distribution

Students shall not distribute any noncurricular materials on school property or at school-sponsored activities or events that in themselves or in the manner they are distributed:

- create or threaten to create a substantial disruption or material interference with the normal operation of the school, school activity or event;
 - advocate or encourage unlawful conduct or conduct that violates Board policy, including but not limited to the Board's policies prohibiting unlawful discrimination, harassment and bullying;
 - cause or threaten to cause injury to persons or property; or
 - are obscene, defamatory or violate any person's privacy rights.
- ~~Any material in any media containing expression which is obscene, libelous, slanderous, or defamatory shall be prohibited. Students shall not distribute any material which advocates commission of unlawful acts or violation of Board of Education or District policy and/or regulations, which violates another person's right to privacy, causes a material and substantial disruption of the orderly operation of the school, or threatens violence to property or persons.~~

Students who distribute materials in violation of this policy and/or materials that cause a material and substantial disruption, damage to a person or property, or threaten violence to property or persons in the judgment of school officials, shall be subject to appropriate disciplinary action.

School equipment and supplies shall not be used for publication of such material unless authorized as a school-sponsored activity.

This policy and the accompanying regulations shall be made available to all students and teachers at the beginning of each school year and included in all student handbooks.

- Adopted: May 19, 1994
- Revised: September 2, 1999
- Revised: August 10, 2000
- Reviewed: January 14, 2010
- Revised: August 11, 2016

LEGAL REFS:

- [-Tinker v. Des Moines Indep. Comm. Sch. Dist., 393 U.S. 503 \(1968\)](#)
- [Taylor v. Roswell Indep. Sch. Dist., 713 F.3d 25 \(10th Cir. 2013\)](#)
- [Colo. Const. Art 9, §5](#)
- C.R.S. 22-1-120 (*rights of free expression for public school students*)
- C.R.S. 22-32-110 (1)(r) (*power to exclude materials that are immoral or pernicious*)

CROSS REFS:

- JICEA, School-Related Student Publications
- JICED, Student Expression Rights
- [JK, Student Discipline, and subcodes](#)
- [KDEB, Controversial Communications](#)
- [—](#)
- KHC, Distribution/Posting of Promotional Materials

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Distribution of Noncurricular Materials
Designation	JICEC-R
Office/Custodian	Education/ Director of Culture & Services

Approval required prior to distribution

Students who wish to distribute noncurricular materials on school property or at a school-sponsored activity or event shall submit the material to the school principal for approval at least five school days in advance of the planned distribution date. The principal or principal's designee shall respond to such requests within three school days.

Appeal

If the principal does not approve the materials for distribution, the principal or principal's designee shall provide a written explanation of why the materials were not approved under the policy accompanying this regulation.

The student may then appeal the decision as follows:

1. Within 10 school days of receiving the principal's or designee's decision, the student may file a written notice of appeal with the ~~superintendent~~Chief Education Officer.
2. The ~~superintendent~~Chief Education Officer shall make a written determination within 10 school days of receiving the student's appeal.
3. Within 10 school days of receiving the ~~superintendent~~Chief Education Officer's decision, the student may submit a written appeal to the ~~superintendent~~Chief Education Officer, requesting a hearing before the Board.
4. The ~~superintendent~~Chief Education Officer shall schedule the hearing on the agenda of the next regularly scheduled Board meeting, which generally will be held within 30 days of the filing of a request for a hearing. After providing the student with an opportunity to be heard, the Board shall render a decision, which shall be final.~~Students who wish to distribute noncurricular printed materials on school property or in conjunction with a school activity must notify the principal a minimum of 48 hours in advance so that details may be worked out regarding the time, place, and manner of distribution.~~

~~Students must produce an advance copy of the materials that will be distributed for the principal's review a minimum of 48 hours prior to the proposed distribution.~~

~~However, materials which are distributed on school grounds containing information prohibited by Board policy and/or materials that create a significant or substantial disruption, damage to persons or property, or threaten violence to property or persons in the judgment of school officials, may subject the responsible students to disciplinary action following distribution.~~

The following restrictions will apply to all requests for distribution of noncurricular materials by students:

1. Place. Distribution of printed materials must be made at places within the school or on school grounds as designated by the principal, except that in no event may such materials be distributed in any classroom of any building then being occupied by a regularly-scheduled class.
2. Time. Distribution may be made one-half hour before school and/or during regularly scheduled lunch periods and/or 15 minutes after the close of school. Any other times during the school day are considered to be disruptive of normal school activities.
3. Littering. All distributed items discarded in school or on school grounds must be removed by the persons distributing such materials.

4. Manner. No student may in any way be compelled or coerced to accept any noncurricular materials. In the alternative, no school official or student may interfere with materials distributed in accordance with this regulation and its accompanying policy.~~No student may in any way be compelled or coerced to accept any noncurricular materials. In the alternative, no school official or student may interfere with the distribution of approved materials.~~

Violation of any of these regulations will be sufficient cause for denial of the privilege to distribute materials at future dates and for disciplinary action.

- Approved: May 19, 1994
- Revised: August 10, 2000
- Revised: January 14, 2010
- Revised: August 11, 2016

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Expression Rights
Designation	JICED
Office/Custodian	Education/Director of Culture & Services

While students do not shed their constitutional rights when they enter the school or engage in school-related activities, it is the Board of Education's responsibility to adopt rules reasonably necessary to maintain proper discipline among students and create an effective learning environment.

Therefore, all student expression shall be consistent with the aims and objectives of the mission of the District, the curriculum, and this policy. For purposes of this policy, student expression includes expression in any media, including but not limited to written, oral, visual, audio, and electronic media in all classroom and other school-related activities, assignments, and projects.

Students shall not turn in, present, publish, or distribute expression that is:

1. Obscene.
2. Libelous, slanderous, defamatory, or otherwise unlawful under state law.
3. Profane or vulgar.
4. False as to any person who is not a public figure or involved in a matter of public concern.
5. Creates a clear and present danger of the commission of unlawful acts, the violation of lawful school regulations, or the material and substantial disruption of the orderly operation of the school.
6. Violates the rights of others to privacy.
7. Threatens violence to property or persons.
8. Attacks any person because of race, color, sex, age, religion, national background, disability, or handicap.
9. Tends to create hostility or otherwise disrupt the orderly operation of the educational process.
10. Advocates illegal acts of any kind, including the use of illegal drugs, tobacco, or alcohol.

Violation of this policy shall result in disciplinary action against the student consistent with District student discipline policies.

- Adopted: August 10, 2000
- Reviewed: January 14, 2010
- Reviewed: August 11, 2016

LEGAL REFS:

- C.R.S. 22-1-120 (*rights of free expression for public school students*)
- C.R.S. 22-32-110 (1)(r) (*power to exclude materials that are immoral or pernicious*)

CROSS REF:

- JICDA, Code of Conduct
- JICDD, Violent and Aggressive Behavior
- JICEC, Student Distribution of Noncurricular Materials
- JK, Student Discipline
- KDEB, Controversial Communications



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Students of Legal Age
Designation	JID
Office/Custodian	Education/Director of Culture & Services

Any policies of this Board of Education which require notification to parents/ guardians shall not apply in cases where the student is 18 years of age or older and not residing with their parent or legal guardian. All such notices shall be directed to the student. [Releasing information to parents/guardians in this situation would constitute a violation of the student's Family Educational Rights and Privacy Act \(FERPA\) protections.](#)

- Current practice codified: 1992
- Adopted: date of manual revision
- Reviewed: August 10, 2000
- Revised: April 28, 2010
- Revised: August 11, 2016

LEGAL REF:

- C.R.S. 13-22-101

CROSS REFS:

- JIC, Student Conduct, and subcodes
- JK, Student Discipline, and subcodes
- JLCB, Immunization of Students
- JLIB, Student Dismissal Precautions
- JRA/JRC, Student Records/Release of Information on Students

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Pregnant/Married Students
Designation	JIE/JIG
Office/Custodian	Education/Director of Culture & Services

The pregnancy and/or marital status of students shall not affect their rights to receive a public education nor their privileges as students in the District nor their opportunities to take part in extracurricular activities or honors offered by the school. Therefore, the following shall apply:

- The District shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
 - The District shall not discriminate against any student or exclude any student from its education programs or activities, including any class or extracurricular activity, on the basis of a student's pregnancy or recovery therefrom or on the basis of a student's marriage, unless the student voluntarily requests to participate in an alternative program which may be available.
 - Girls who are pregnant may continue in school so long as it is physically advisable, as determined by the girl's physician in consultation with the school administration. When it is deemed advisable to discontinue attending regular classes, the student shall meet with the counselor and special education and/or related services personnel to arrange for continuation of study and completion of credits.
- Adopted: September 2, 1999
 - Reviewed: April 8, 2010
 - Reviewed: August 11, 2016

LEGAL REFS:

- 20 U.S.C. §§1681, 1682 et. Seq. (Title IX of the Education Amendments of 1972)
- 42 U.S.C. §§ 2000e et. Seq. (Title VII of the Civil Rights Act of 1964)
- 34 C.F.R. 106
- C.R.S. 24-34-401 et seq.

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Concerns, Complaints and Grievances
Designation	JII
Office/Custodian	Education/Director of Culture & Services

Decisions made by school personnel whom students believe are unfair or in violation of pertinent Board policies or individual school rules may be appealed to the principal or a designated representative or by following the specific appeal process created for particular complaints.

Grievance procedures ([ACJB-R](#)) are shall be available for students to receive prompt and equitable resolution of allegations of discriminatory actions on the basis of race, color, national origin, ancestry, creed, sex, sexual orientation, marital status, religion, disability or need for special education services which students are encouraged to report.

- Adopted: July 12, 2001
- Revised: July 8, 2010
- Revised: August 11, 2016

CROSS REFS:

- IHCD, Postsecondary Options/Concurrent Enrollment JB, Equal Educational Opportunities
- JBB, Sexual Harassment
- JICEA, School-related Student Publications
- JICEC, Student Distribution of Noncurricular Materials



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Early Dismissal of Students
Designation	JLIB
Office/Custodian	Education/Director of Culture & Services

The School District shall take reasonable steps to ensure the health and safety of its students during the school day. Therefore, each school shall set up procedures to validate requests for early dismissal to ensure that students are released only for proper reasons and into proper hands.

Under no circumstances shall staff dismiss a student from school prior to the end of the school day or into any person's custody without the direct prior approval and knowledge of the building principal or designee.

The principal or designee shall not excuse a student under the age of 18 before the end of a school day without a request for the early dismissal from the student's parents/ guardians. In keeping with this policy, it becomes prudent that:

1. No student shall be released from school early on the basis of an invalidated telephone call.
2. Students of divorced or legally separated parents may be released to a noncustodial parent or other authorized adult only upon the approval of the custodial parent. ~~Children of divorced or legally separated parents shall be released only upon the request of the custodial parent.~~

An elementary student shall be sent home only with a parent/guardian or, if the parent/guardian is not available, with another authorized adult.

Additional precautions shall be taken by the principals as needs arise.

- Adopted: November 4, 1999
- Revised: May 13, 2010
- Revised: August 11, 2016

CROSS REF:

- KBBA, Custodial and Noncustodial Parent Rights and Responsibilities



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Early Dismissal of Students
Designation	JLIB-R
Office/Custodian	Education/Director of Culture & Services

The District will make every attempt to protect the custodial rights of parents. The following procedures will be implemented.

1. The enrollment records of the District will include information regarding the marital status of a student's parents. Such status will be reviewed each year.
2. The District shall take reasonable measures to protect the custody rights of the various parties involved. It shall be the responsibility of the parent/guardian to keep the school apprised of the student's custody status.
3. If a student's parents are divorced, legally separated or have other special custody arrangements, District personnel shall request a copy of any and all legal documents pertaining to child custody, including restraining orders. If the custody decree is from a state other than Colorado, the decree must indicate that it has been filed with the clerk of any district court of Colorado.
4. The school shall flag the files of students whose parents are divorced or legally separated or have other special custody arrangements. The school shall maintain a card file of these students that is easily accessible to the principal or designee.
5. If a person whom the principal or designee does not recognize appears at school requesting the early dismissal of a student, the principal or designee shall ask for identification such as a driver's license, which the principal or designee should verify using routine school visitor verification procedures.

- Adopted: April 28, 2010
- Revised: August 11, 2016

Title	Public Concerns/Complaints about Instructional Resources
Designation	KEC
Office/Custodian	Education/Director of Culture & Services and Executive Director of Learning Services

~~The Board, though it is ultimately responsible for all curriculum and instructional materials including library books, recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the district's educational philosophy and goals.~~

The Board has approved principles governing the selection of all instructional materials including library books and has established policies pertaining to the selection process. However, the Board wishes to amplify its principles on the selection of books and other materials that present controversial topics or that for other reasons might be challenged.

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

1. Religion - Factual, unbiased material on all major religions has a place in school libraries.
2. Ideologies - Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material on the level of their students on various ideologies or philosophies that exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education, and other phases of life.
3. Profanity/obscenity - Materials shall be subjected to a test of literary merit by media specialists and teachers, who will take into consideration the maturity of students and the standards of the community.

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:

1. The Board recognizes the right of an individual parent/guardian to request that his/her child not read a given book. When such a request is presented, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative materials meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and materials the Board has adopted.
2. The Board shall not permit any individual or group to exercise censorship over instructional materials and library collections, but recognizes that at times a re- evaluation of certain materials may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use:
 - a. The person who objects to the book or other material shall be asked to complete and sign the Citizen's Request for Reconsideration of Instructional Materials form.
 - b. Following receipt of the formal complaint, the principal will investigate the request by consulting personnel involved and will provide a rationale for the use of the materials in question to the person or group requesting reconsideration within a period of five school days. The principal also will notify in writing the learning services department of the inquiry and response.

- c. If the principal's explanation does not result in a withdrawal of the request, the principal will appoint a chair and a committee with an odd number of members composed of:
- 1) Department chair/representative and/or library media specialist from the appropriate grade level from outside the building
 - 2) Two teachers in the building from the appropriate grade level or subject matter area
 - 3) Two teachers in the building from a different grade level or subject matter area
 - 4) Students and/or representatives from the official school parent group may be included at the discretion of the principal. One to three committee members may be selected from this group to insure an odd number of members on the committee.

To be present at any or all committee meetings at their own discretion but without a vote are:

- 1) Teacher/library media specialist involved
 - 2) Not more than two individuals or two group representatives requesting the reconsideration
 - 3) ~~Superintendent~~ Chief Education Officer (CEO) and/or designee
- d. The reevaluation shall be based on the points offered above as well as the principles governing the selection of all instructional materials. Additionally, the Board wishes to emphasize that:
- 1) Materials shall not be excluded because of the creator's race or nationality or political or religious views.
 - 2) The value of any book or other material shall be judged as a whole, taking into account the purpose of the material rather than individual, isolated expressions, or incidents in the work.
- e. The committee will consider and act on the request for reconsideration of materials. A written copy of the committee's decision will be provided to all parties involved.

f. Should the solution be unsatisfactory, interested party may appeal the decision to the ~~Board~~CEO. The ~~Board~~CEO will have all information regarding the activities and decisions, which occurred prior to the appeal being ~~heard~~reviewed. The ~~Board~~CEO will then review the preceding decisions before announcing ~~its~~a decision. The ~~Board's~~CEO's written decision support or set aside the committee's decision will be transmitted ~~in writing~~ to ~~all parties involved~~the Board and the complainant.

f.g. If the CEO's decision is unsatisfactory to the complainant, the Board is the final appellate authority. During a special session the Board will review the CEO's decision, the committee's decision, and the rationale delivered by principal or designee in the context of the complainant's objection to the instructional resources. The Board will deliver a decision following the special session, which will be recorded for the public record.

3. At no time during the reconsideration process shall the material in question be withdrawn.

In summary, the Board assumes final responsibility for all books and instructional materials it makes available to students. It holds its professional staff accountable for their proper selection. It recognizes rights of individual parents/guardians with respect to controversial materials used by their own children. It will provide for the re-evaluation of materials in library collections upon formal request. On the other hand, students' right to learn and the freedom of teachers to teach shall be respected.

- Adopted: July 21, 1983
- Revised: January 6, 2000
- Revised: July 12, 2005
- Revised: March 21, 2007
- Revised: March 11, 2010
- Revised: August 11, 2016

CROSS REF:

- IJ, Instructional Resources and Materials
- IMB, Teaching about Controversial Issues and Use of Controversial Materials



BOARD-APPROVED POLICY OF DISTRICT #49

Title	Public Concerns/Complaints about Instructional Resources
Designation	KEC-E
Office/Custodian	Education/Director of Culture & Services, Executive Director of Learning Services

Please fill in all applicable information and submit this form to the Chief Education Officer at the Administration Building, 10850 E. Woodmen Road, [Peyton Falcon](#), Colorado 80831.

Title _____

Author _____

Publisher/or Producer _____

Please check type of material:

() Book () Video () Record () Computer Software

() Periodical () Kit () CD () Pamphlet

() CD-ROM () DVD () Other

School in which material is used: _____

Request initiated by: _____

Telephone: _____

Address: _____

Complainant Represents: [herself/himself/complainant](#)

_____ (name of organization) _____

_____ (identify other group) _____

Please indicate the group/organization's:

Telephone: _____

Address: _____

The following questions are to be answered after the complainant has read, viewed or listened to the material in its **entirety**. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (please be specific; cite pages, video sequence, etc.)

2. What do you believe is the theme or purpose of this material?

3. What do you feel might be the result of a student using this material?

4. For what age group would you recommend this material? _____

5. Is there anything good about this material? Please be specific.

6. Did you read the entire book, view the entire visual material, and/or listen to the entire cassette/CD? _____(yes)_____ (no)

What parts? _____

7. Are you aware of the judgment of this material by literary, film, or music critics? Are you familiar with any professional reviews of this material? If yes, please be specific.

8. What recommendations are you making to the district?

() Restrict the use of this material as follows:

() Withdraw this material from: _____

(School)

() Withdraw this material from the district.

() Other: _____

9. If this material were to be restricted or withdrawn, what material would you recommend as more acceptable on the same subject and in the same format?

Signature of complainant

Date

- Adopted: October 29, 1999
- Revised: August 11, 2016