

Revised Sample Policy

File: AE (Option 1) |

NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, some content in this sample reflects legal requirements school districts must follow. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

NOTE: This sample policy is for districts with a student enrollment of 1,000 or more and for those "small rural" districts with less than 1,000 students that choose to have both a district accountability committee and school accountability committee(s).

Accountability/Commitment to Accomplishment

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

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

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

(Adoption date)

LEGAL REFS.: C.R.S. 22-2-117 (waivers from State Board of Education)
C.R.S. 22-11-101 *et seq.* (Education Accountability Act of 2009)
C.R.S. 22-11-301 and 302 (district accountability committee)
C.R.S. 22-11-401 and 402 (school accountability committees)
C.R.S. 24-6-402 (open meetings law)
1 CCR 301-1, Rules 2202-R-1.00 *et seq.* (accreditation rules)

CROSS REFS.: AEA, Standards Based Education
AED*, Accreditation

AEE*, Waiver of State Law and Regulation
DBD, Determination of Budget Priorities

NOTE 1: The Board may consider applying to the State Board of Education for a waiver of certain provisions of law or state regulations which in the Board's discretion it believes necessary to accomplish the purposes of the accountability program. For districts with a funded count of 3,000 or more pupils, such application requires the consent of a majority of the appropriate accountability committee and of the affected teachers and licensed administrators. Such a waiver, if granted, shall continue indefinitely unless the Board requests revocation of the waiver or the State Board of Education revokes the waiver for good and just cause. 1 CCR 301-35, 2217-R-2.02, will be effective for two years and may be renewed once for an additional two years. See policy AEE*, Waiver of State Law and Regulation.

NOTE 2: The Colorado Department of Education has created a District Accountability Handbook that provides an overview of accountability requirements for districts and schools.

Adopted June 19, 1989
Revised November 19, 1991
Revised November 19, 1992
Revised October 21, 1993
Revised September 24, 1998
Reviewed 1999
Revised June 6, 2002
Revised May 13, 2010
Revised October 7, 2013

Accountability/Commitment to Accomplishment

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

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

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

(Adoption date)

LEGAL REFS.: C.R.S. 22-2-117 (*waivers from State Board of Education*)
C.R.S. 22-11-101 *et seq.* (*Education Accountability Act of 2009*)
C.R.S. 22-11-301 and 302 (*district accountability committee*)
C.R.S. 22-11-401 and 402 (*school accountability committees*)
C.R.S. 24-6-402 (*open meeting law*)
1 CCR 301-1, Rules 2202-R-1.00 *et seq.* (*accreditation rules*)

CROSS REFS.: AEA, Standards Based Education
AED*, Accreditation
AEE*, Waiver of State Law and Regulation
DBD, Determination of Budget Priorities

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

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

Revised Sample Policy

File: AED*

NOTE: Colorado school boards are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. The board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Accreditation

The Board of Education believes its primary responsibility is to provide leadership in the area of student achievement. To foster greater accountability and enhance improvement in student achievement, the Board shall enter into an accreditation contract with the State Board of Education regarding district accreditation and shall accredit the schools within the district.

District accreditation

The accreditation contract shall bind the Board to manage the district and its schools to meet certain standards, goals and requirements over the term of the contract, in accordance with the Education Accountability Act of 2009 and applicable State Board of Education rules.

In conjunction with accreditation, the Board is committed to adopting academic standards for student learning, achievement performance levels, systems for measuring student achievement and methods for improving student achievement.

School accreditation

While the state accredits the district, the Board accredits the schools within the district, including district charter schools. The Board directs the superintendent to develop a school accreditation process for the Board's input and approval. Such process shall be developed in accordance with the Education Accountability Act of 2009.

Pursuant to the Board's constitutional and statutory authority to control instruction in its schools and determine the allocation of district resources, the Board shall review and approve all school plans, regardless of whether the plan is a performance, improvement, priority improvement or turnaround plan. Each school plan shall be submitted to the Colorado Department of Education in accordance with the timelines prescribed by applicable State Board of Education rules.

(Adoption date)

LEGAL REFS.: Colo. Const. Art. IX, Sect. 15 (*board has control of instruction within the district*)
C.R.S. 22-7-~~1013407~~(1) (*adoption of academic standards*)
C.R.S. 22-11-101 *et seq.* (*Education Accountability Act of 2009*)
C.R.S. 22-11-307 (*board accreditation of district schools*)
C.R.S. 22-30-105 (*school district organization planning process*)

C.R.S. 22-30.5-104 (2)(b) (district charter schools subject to accreditation by local board)
C.R.S. 22-32-109 (1)(t) (board duty to determine educational program and prescribe textbooks)
C.R.S. 22-32-109 (1)(mm) (Board duty to adopt policy for accreditation of district schools)
C.R.S. 22-32-142 (2) (parent notice, public meeting and public hearing requirements for schools on priority improvement or turnaround status)
1 CCR 301-1 (State Board of Education rules for the Administration of the Accreditation of School Districts)
1 CCR 301-71 (State Board of Education rules for the Administration, Certification and Oversight of Colorado Online Programs)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AE-R, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IHBK*, Preparation for Postsecondary and Workforce Success
IK, Academic Achievement
IKA, Grading/Assessment Systems
KB, Parental Engagement in Education

NOTE 1: State law requires the local board of education to adopt "policies" for the accreditation of the district's schools, including the use of school accreditation contracts and the use of accreditation categories comparable to those used for the district's accreditation. C.R.S. 22-11-307. Even though the law requires specific provisions to be included in "school accreditation policies," CASB believes the intent of the law can be met by addressing these requirements in each district school's performance, improvement, priority improvement or turnaround plan. Importantly, this sample policy requires the school accreditation process to be developed in accordance with the Education Accountability Act of 2009, C.R.S. 22-11-101 et seq. (the Accreditation Act) but also provides that the Board shall approve all school plans, regardless of type.

NOTE 2: A school district with 1000 students or fewer may submit a single plan to satisfy the school district and school plan requirements. School districts with between 1000 and 1200 students may request the Colorado Department of Education's permission to submit one plan. C.R.S. 22-11-210 (2)(b). Beginning with the 2014-15 school year, small, rural districts with less than 1200 students may choose to submit their district and school accreditation performance plans every other year rather than annually, as long as the district/school maintains the status of accredited or accredited with distinction. C.R.S. 22-11-303, -304. For more information on this flexibility, visit the Colorado Department of Education's (CDE's) webpage concerning unified improvement planning.

NOTE 3: State law requires that a public meeting and public hearing be held prior to the Board's adoption of a priority improvement or turnaround plan for a school. C.R.S. 22-32-142 (2). Among other issues, a school's priority improvement or turnaround plan must "incorporate strategies to increase parent engagement" in the school. C.R.S. 22-11-405(4)(e.5), - 406(3)(e.5).

NOTE 4: In 2014 and 2015, the state legislature amended the Accreditation Act to address the state's transition from the use of the Transitional Colorado Assessment Program (TCAP) assessments to the Colorado Measures of Academic Success (CMAS) assessments. As amended by HB 15-1323, the Accreditation Act provides that CDE shall not assign accreditation ratings or recommend school plans for the 2015-16 school year. CDE shall exclude the 2015-16 school year from the accreditation "clock" and shall count the 2016-17 school year as if it were consecutive to the 2014-15 school year. C.R.S. 22-11-207 (4)(b), -210 (1)(d)(II). For the 2015-16 school year, districts and schools shall continue to implement the plan type assigned for the 2014-15 school year. C.R.S. 22-11-208 (1.5), -210 (2.5). For more information about school and district accreditation during this transition period, visit CDE's webpage concerning state accountability.

Adopted February 17, 1999
Revised June 6, 2002
Revised April 19, 2006
Revised May 17, 2007
Revised May 13, 2010
Revised June 10, 2013
Revised April 28, 2014
Revised August 10, 2015

Accreditation

The Board of Education believes its primary responsibility is to provide leadership in the area of student achievement. To foster greater accountability and enhance improvement in student achievement, the Board shall enter into an accreditation contract with the State Board of Education regarding district accreditation and shall accredit the schools within the district.

District accreditation

The accreditation contract shall bind the Board to manage the district and its schools to meet certain standards, goals and requirements over the term of the contract, in accordance with the Education Accountability Act of 2009 and applicable State Board of Education rules.

In conjunction with accreditation, the Board is committed to adopting academic standards for student learning, achievement performance levels, systems for measuring student achievement and methods for improving student achievement.

School accreditation

While the state accredits the district, the Board accredits the schools within the district, including district charter schools.

The Board directs the superintendent to develop a school accreditation process for the Board's input and approval. Such process shall be developed in accordance with the Education Accountability Act of 2009.

Pursuant to the Board's constitutional and statutory authority to control instruction in its schools and determine the allocation of district resources, the Board shall review and approve all school plans, regardless of whether the plan is a performance, improvement, priority improvement or turnaround plan. Each school plan shall be submitted to the Colorado Department of Education in accordance with the timelines prescribed by applicable State Board of Education rules.

LEGAL REFS.: Colo. Const. Art. IX, Sect. 15 (*board has control of instruction within the district*)
C.R.S. 22-7-407 (*adoption of content standards*)
C.R.S. 22-11-101 *et seq.* (*Education Accountability Act of 2009*)
C.R.S. 22-11-307 (*board accreditation of district schools*)
C.R.S. 22-30-105 (*school district organization planning process*)
C.R.S. 22-30.5-104(2)(b) (*district charter schools subject to accreditation by local board*)

C.R.S. 22-32-109(1)(t) (*board duty to determine educational program and prescribe textbooks*)

C.R.S. 22-32-109(1)(mm) (*Board duty to adopt policy for accreditation of district schools*)

C.R.S. 22-32-142(2) (*parent notice, public meeting and public hearing requirements for schools on priority improvement or turnaround status*)

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

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
 AE-R, Accountability/Commitment to Accomplishment-Regulation
 AEA, Standards Based Education
 IK, Academic Achievement
 ILBB, State Program Assessments
 KB, Parental Involvement in Education

Revised Sample Policy

File: BC

NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, some content in this sample reflects legal requirements school districts must follow. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

School Board Member Conduct

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

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

1. Disclose or use confidential information acquired in the course of official duties to further substantially the member's personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the Board member's public duties or which the member knows or should know is primarily for the purpose of a reward for official action taken.
3. Engage in a substantial financial transaction for the member's private business purposes with a person whom the member supervises in the course of official duties.
4. Perform an official act which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the member has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

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

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates.
2. Accept or receive a benefit as an indirect consequence of transacting school district business.

(Adoption date)

LEGAL REFS.: C.R.S. 1-45-101 *et seq.* (Fair Campaign Practices Act)
C.R.S. 22-32-110 (1)(k) (specific powers of boards)
C.R.S. 24-6-201 *et seq.* (Public Official Disclosure Law)

C.R.S. 24-18-104 (rules of conduct for all public officers, general assembly, local government officials and employees)

C.R.S. 24-18-109 (rules of conduct for local government officials and employees)

NOTE 1: State law defines "economic benefit tantamount to a gift of substantial value" to include: 1. A loan at a rate of interest substantially lower than the prevailing commercial rate; 2. Compensation received for private services rendered at a rate substantially exceeding the fair market value; and 3. Goods or services for the Board member's personal benefit offered by a person who is at the same time providing goods or services to the district under a contract or other means by which the person receives payment or other compensation from the district. C.R.S. 24-18-104 (2). However, state law permits a Board member to receive such goods or services if the "totality of the circumstances" indicates the transaction is legitimate, the terms are fair to both parties, the transaction is supported by full and adequate consideration, and the Board member does not receive any substantial benefit resulting from the Board member's status that is unavailable to members of the public generally. C.R.S. 24-18-104 (2)(b).

NOTE 2: State law lists the type of items that are not considered "gifts of substantial value or substantial economic benefit tantamount to a gift of substantial value" and are therefore permissible for a Board member to receive. See, C.R.S. 24-18-104 (3). Such items include campaign contributions or contributions in kind that are reported in accordance with the Fair Campaign Practices Act; an unsolicited item of trivial value (i.e. currently less than \$5953), "such as a pen, calendar, plant, book, notepad or similar item;" and an unsolicited token or award of appreciation in the form of a plaque, trophy, desk item, wall memento or similar item. *Id.*; see also, Colo. Const. Art. XXIX, Section 3.

NOTE 3: The amount of the gift limit (\$5953) is identical to the gift limit under section 3 of article XXIX of the state constitution. This amount shall be adjusted for inflation contemporaneously with any adjustment to the constitutional gift limit. C.R.S. 24-6-203 (8). The state constitution requires an adjustment for inflation every four years. The next adjustment must occur in the first quarter of 2019 2015. Colo. Const. Art. XXIX, Section 3 (6).

Adopted March 2, 1995
Reviewed March 11, 1999
Revised October 7, 2013

School Board Member Conduct

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

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

1. Disclose or use confidential information acquired in the course of official duties to further substantially the member's personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the Board member's public duties or which the member knows or should know is primarily for the purpose of a reward for official action taken.
3. Engage in a substantial financial transaction for the member's private business purposes with a person whom the member supervises in the course of official duties.
4. Perform an official act which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the member has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

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

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates.
2. Accept or receive a benefit as an indirect consequence of transacting school district business.

LEGAL REFS.: C.R.S. 1-45-101 *et seq.* (Fair Campaign Practices Act)
C.R.S. 22-32-110 (1)(k) (specific powers of boards)
C.R.S. 24-6-201 *et seq.* (Public Official Disclosure Law)
C.R.S. 24-18-104 (rules of conduct for all public officers, general assembly, local government officials and employees)
C.R.S. 24-18-109 (rules of conduct for local government officials and employees)

NOTE 1: State law defines "economic benefit tantamount to a gift of substantial value" to include: 1. A loan at a rate of interest substantially lower than the prevailing commercial rate; 2. Compensation received for private services rendered at a rate substantially exceeding the fair market value; and 3. Goods or services for the Board member's personal benefit offered by a person who is at the same time providing goods or services to the district under a contract or other means by which the person receives payment or other compensation from the district. C.R.S. 24-18-104 (2). However, state law permits a Board member to receive such goods or services if the "totality of the circumstances" indicates the transaction is legitimate, the terms are fair to both parties, the transaction is supported by full and adequate consideration, and the Board member does not receive any substantial benefit resulting from the Board member's status that is unavailable to members of the public generally. C.R.S. 24-18-104 (2)(b).

NOTE 2: State law lists the type of items that are not considered "gifts of substantial value or substantial economic benefit tantamount to a gift of substantial value" and are therefore permissible for a Board member to receive. See, C.R.S. 24-18-104 (3). Such items include campaign contributions or contributions in kind that are reported in accordance with the Fair Campaign Practices Act; an unsolicited item of trivial value (i.e. currently less than \$53), "such as a pen, calendar, plant, book, notepad or similar item;" and an unsolicited token or award of appreciation in the form of a plaque, trophy, desk item, wall memento or similar item. *Id.*; see also, Colo. Const. Art. XXIX, Section 3.

NOTE 3: The amount of the gift limit (\$53) is identical to the gift limit under section 3 of article XXIX of the state constitution. This amount shall be adjusted for inflation contemporaneously with any adjustment to the constitutional gift limit. C.R.S. 24-6-203 (8). The state constitution requires an adjustment for inflation every four years. The next adjustment must occur in the first quarter of 2015. Colo. Const. Art. XXIX, Section 3 (6).

Revised Sample Policy

File: CBF

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Superintendent's Conduct

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

1. Disclose or use confidential information acquired in the course of employment to further substantially the superintendent's personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the superintendent's duties or which the superintendent knows or should know is primarily for the purpose of a reward for action taken.
3. Engage in a substantial financial transaction for private business purposes with a person whom the superintendent supervises.
4. Perform an action which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the superintendent has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

It shall not be considered a breach of conduct for the superintendent to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates on an occasional basis.
2. Accept or receive a benefit as an indirect consequence of transacting school district business.

(Adoption date)

LEGAL REFS.: C.R.S. 18-8-308 (*disclosure of pecuniary conflicts of interest*)
C.R.S. 22-32-110 (1)(k) (*power to adopt conduct rules*)
C.R.S. 24-18-104 (*government employee rules of conduct*)
C.R.S. 24-18-109 (*local government employee rules of conduct*)

NOTE 1: State law defines "economic benefit tantamount to a gift of substantial value" to include: 1. A loan at a rate of interest substantially lower than the prevailing commercial rate; 2. Compensation received for private services rendered at a rate substantially exceeding the fair market value; and 3. Goods or services for the district employee's personal benefit offered by a person who is at the same time providing goods or services to the district under a contract or other means by which the person receives payment or other compensation from the district. C.R.S. 24-18-104 (2). However, state law permits a district employee to receive such goods or services if the "totality of the circumstances" indicates the transaction is legitimate, the terms are fair to both parties, the transaction is supported by full and adequate consideration, and the employee does not receive any substantial benefit resulting from the employee's status that is unavailable to members of the public generally. C.R.S. 24-18-104 (2)(b).

NOTE 2: State law lists the type of items that are not considered "gifts of substantial value or substantial economic benefit tantamount to a gift of substantial value" and are therefore permissible for a district employee to receive. See, C.R.S. 24-18-104 (3). Such items include campaign contributions or contributions in kind that are reported in accordance with the Fair Campaign Practices Act; an unsolicited item of trivial value (i.e. currently less than \$[59-53](#)), "such as a pen, calendar, plant, book, notepad or similar item;" and an unsolicited token or award of appreciation in the form of a plaque, trophy, desk item, wall memento or similar item. Id.; see also, Colo. Const. Art. XXIX, Section 3.

NOTE 3: The amount of the gift limit ([\\$59-53](#)) is identical to the gift limit under section 3 of article XXIX of the state constitution. This amount shall be adjusted for inflation contemporaneously with any adjustment to the constitutional gift limit. C.R.S. 24-6-203 (8). The state constitution requires an adjustment for inflation every four years. The next adjustment must occur in the first quarter of [2019](#) ~~2015~~. Colo. Const. Art. XXIX, Section 3 (6).

Adopted March 2, 1995
Revised April 7, 1999
Revised October 7, 2013

Superintendent's Conduct

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

1. Disclose or use confidential information acquired in the course of employment to further substantially the superintendent's personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the superintendent's duties or which the superintendent knows or should know is primarily for the purpose of a reward for action taken.
3. Engage in a substantial financial transaction for private business purposes with a person whom the superintendent supervises.
4. Perform an action which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the superintendent has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

It shall not be considered a breach of conduct for the superintendent to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates on an occasional basis.
2. Accept or receive a benefit as an indirect consequence of transacting school district business.

LEGAL REFS.: C.R.S. 18-8-308 (*disclosure of pecuniary conflicts of interest*)
C.R.S. 22-32-110 (1)(k) (*power to adopt conduct rules*)
C.R.S. 24-18-104 (*government employee rules of conduct*)
C.R.S. 24-18-109 (*local government employee rules of conduct*)

NOTE 1: State law defines "economic benefit tantamount to a gift of substantial value" to include: 1. A loan at a rate of interest substantially lower than the prevailing commercial rate; 2. Compensation received for private services rendered at a rate substantially exceeding the fair market value; and 3. Goods or services for the district employee's personal benefit offered by a person who is at the same time providing goods or services to the district under a contract or other means by which the person receives payment or other compensation from the district. C.R.S. 24-18-104 (2). However, state law permits a district employee to receive such goods or services if the "totality of the circumstances" indicates the transaction is legitimate, the terms are fair to both parties, the transaction is supported by full and adequate consideration, and the employee does not receive any substantial benefit resulting from the employee's status that is unavailable to members of the public generally. C.R.S. 24-18-104 (2)(b).

NOTE 2: State law lists the type of items that are not considered "gifts of substantial value or substantial economic benefit tantamount to a gift of substantial value" and are therefore permissible for a district employee to receive. See, C.R.S. 24-18-104 (3). Such items include campaign contributions or contributions in kind that are reported in accordance with the Fair Campaign Practices Act; an unsolicited item of trivial value (i.e. currently less than \$53), "such as a pen, calendar, plant, book, notepad or similar item;" and an unsolicited token or award of appreciation in the form of a plaque, trophy, desk item, wall memento or similar item. Id.; see also, Colo. Const. Art. XXIX, Section 3.

Revised Sample Policy

File: CBI

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Evaluation of Superintendent

The Board shall institute and maintain a comprehensive program for the evaluation of the superintendent on a regular basis that is agreed upon by the Board and the superintendent.

Through evaluation of the superintendent, the Board shall strive to accomplish the following:

1. Clarify the superintendent's role in the school system as seen by the Board by defining objectives that will contribute to achievement of district-wide goals.
2. Clarify for all Board members the role of the superintendent in view of the job description and the immediate priority among responsibilities as agreed upon by the Board and the superintendent.
3. Develop positive communication and harmonious working relationships between the Board and superintendent.
4. Provide administrative leadership of excellence for the school system including implementation of education programs for the achievement of the educational objectives of the school district, including the district's academic standards.
5. Measure the superintendent's professional growth and development and level of performance.

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

Nothing in this policy shall be construed to imply in any manner the establishment of any personal rights not explicitly established by law or contract. Further, nothing in this policy or the accompanying regulation shall be construed to be a prerequisite to or a condition of suspension, dismissal or termination. All employment decisions remain within the sole and continuing discretion of the Board.

(Adoption date)

LEGAL REFS.: C.R.S. 22-9-106 (4)(b) *(local board of education shall have exclusive authority for evaluating the superintendent)*
C.R.S. 22-9-109 *(specific portions of superintendent's evaluation open to public inspection)*

CROSS REFS.: ADA, School District Educational Objectives
CBA/CBC, Qualifications/Powers and Responsibilities of Superintendent
CBD, Superintendent's Contract

NOTE: A person who is employed in multiple roles in the district may receive a single evaluation that takes into account the employee's performance of his/her responsibilities in each role. The employee's supervisor shall conduct the evaluation or, if the employee is the superintendent, the board shall conduct the evaluation. C.R.S. 22-9-106 (4.3).

Adopted prior to 1987
Revised April 7, 1999
Revised September 9, 2013

Evaluation of Superintendent

The Board shall institute and maintain a comprehensive program for the evaluation of the superintendent on a regular basis that is agreed upon by the Board and the superintendent.

Through evaluation of the superintendent, the Board shall strive to accomplish the following:

1. Clarify the superintendent's role in the school system as seen by the Board by defining objectives that will contribute to achievement of district-wide goals.
2. Clarify for all Board members the role of the superintendent in view of the job description and the immediate priority among responsibilities as agreed upon by the Board and the superintendent.
3. Develop positive communication and harmonious working relationships between the Board and superintendent.
4. Provide administrative leadership of excellence for the school system including implementation of education programs for the achievement of the educational objectives of the school district, including state and district content standards.
5. Measure the superintendent's professional growth and development and level of performance.

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

Nothing in this policy shall be construed to imply in any manner the establishment of any personal rights not explicitly established by law or contract. Further, nothing in this policy or the accompanying regulation shall be construed to be a prerequisite to or a condition of suspension, dismissal or termination. All employment decisions remain within the sole and continuing discretion of the Board.

LEGAL REFS.: C.R.S. 22-9-106 (4)(b) (*local board of education shall have exclusive authority for evaluating the superintendent*)
C.R.S. 22-9-109 (*specific portions of superintendent's evaluation open to public inspection*)

CROSS REFS.: ADA, School District Goals and Objectives

File: CBI

CBA/CBC, Qualifications/Powers and Responsibilities of Superintendent
CBD, Superintendent's Contract

Revised Sample Policy

File: EBAB

NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, CASB believes this sample contains the content/language that reflects "best practices." However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Hazardous Materials

Hazardous materials include any substance or mixture of substances that poses a fire, explosive, reactive or health hazard as more fully defined by law. There are many areas of the school operation, from science laboratories and art departments to custodial services and vehicle maintenance, which use a variety of materials that may be hazardous.

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

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

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

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

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

(Adoption date)

LEGAL REFS.: 42 U.S.C. §6901 (1982 & Supp. III 1985) (*Resource Conservation and Recovery Act [RCRA] and accompanying regulations*)
42 U.S.C. §9601 (1982 & Supp. IV 1986) (*Comprehensive Environmental Response Compensation and Liability Act [CERCLA] and accompanying regulations*)
49 U.S.C. 1801 (*Hazardous Materials Transportation Act*)

C.R.S. 13-21-108.5 (persons rendering assistance relating to discharge of hazardous materials immune from civil liability)
C.R.S. 24-10-106.5 (duty of care in Colorado Governmental Immunity Act)
C.R.S. 25-15-101 et seq. (state hazardous waste management program)
C.R.S. 29-22-101 et seq. (hazardous substance incidents)
C.R.S. 42-4-228 (vehicles transporting explosive or hazardous materials)
C.R.S. 42-4-234 (3)
C.R.S. 42-20-101 et seq. (Hazardous Materials Transportation Act of 1987)
6 CCR 1007-3, Part 261 (identification and listing of hazardous waste)
6 CCR 1010-6 (department of public health and environment rules governing schools)
8 CCR 1507-1 (operation of commercial vehicles and transportation of hazardous materials)

NOTE 1: Applicable local fire codes should be added to the above legal references.

NOTE 2: The Colorado Senate strongly encourages school districts to communicate with students and their parents/guardians concerning the types of hazardous materials that are routinely used in maintaining buildings and grounds and those that are routinely used for educational purposes. This information can be distributed to students along with other routine notifications.

Districts are also strongly encouraged to provide advance public notice regarding the use of hazardous materials when the use will occur outside the ordinary course of education programs or routine building and ground maintenance. The notice should be provided to the department of public health and environment, students, staff and community members who may be affected.

NOTE 3: The Colorado Department of Public Health and Environment (CDPHE) has rules and regulations pertaining to schools that require school districts to adopt a "chemical hygiene plan" by January 1, 2016 that addresses all areas of the school where toxic or hazardous substances are used or provided. The plan must be reviewed and updated, as necessary, at least annually. 6 CCR 1010-6, Rule 6.12.1(E). Schools must dispose of chemicals prohibited by CDPHE's rules by January 1, 2017. 6 CCR 1010-6, Rule 6.12.3(C).

For information regarding "Chemical Management in Schools," including guidelines for handling hazardous materials as well as a self assessment tool for determining compliance, visit the Colorado Department of Public Health and Environment, Division of Environmental Health and Sustainability's website or call 303-692-3645.

Hazardous Materials

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

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

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

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

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

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

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

Adopted May 2, 1989
Revised October 7, 1999

LEGAL REFS.: 42 U.S.C. §6901 (1982 & Supp. III 1985) (*Resource Conservation and Recovery Act [RCRA] and accompanying regulations*)
42 U.S.C. §9601 (1982 & Supp. IV 1986) (*Comprehensive Environmental Response Compensation and Liability Act [CERCLA] and accompanying regulations*)
49 U.S.C. 1801 (*Hazardous Materials Transportation Act*)
C.R.S. 13-21-108.5 (*persons rendering assistance relating to discharge of hazardous materials immune from civil liability*)
C. R. S. 24-10-106.5 (*duty of care in Colorado Governmental Immunity Act*)
C.R.S. 25-15-101 *et seq.* (*State Hazardous Waste Management Program*)
C.R.S. 29-22-101 *et seq.* (*Hazardous Substance Incidents*)
C.R.S. 42-4-228 (*vehicles transporting explosive or hazardous materials*)
C.R.S. 42-4-234 (3)
C.R.S. 43-6-101 *et seq.* (*Hazardous Materials Transportation Act of 1987*)
6 CCR 1007-3, Part 261 (*identification and listing of hazardous waste*)
8 CCR 1507-1 (*operation of commercial vehicles and transportation of hazardous materials*)

NOTE: Applicable local fire codes should be added to the above legal references.

CROSS REFS.: EBCA, Disaster Plans
EBCB, Safety Drills

Revised Sample Policy

File: GBEB

NOTE: Colorado school districts are required by law to adopt a policy that requires screening of new and current employees for criminal activities. The screening provisions have been included in this sample policy. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Staff Conduct (And Responsibilities)

All staff members have a responsibility to make themselves familiar with and abide by federal and state laws as these affect their work, and the policies and regulations of the district.

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

Rules of conduct

Each staff member shall observe rules of conduct established in law which specify that a school employee shall not:

1. Disclose or use confidential information acquired in the course of employment to further substantially the employee's personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the staff member's duties, or which the staff member knows or should know is primarily for the purpose of a reward for action taken.
3. Engage in a substantial financial transaction for private business purposes with a person whom the staff member supervises.
4. Perform an action which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the staff member has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

All staff members shall be expected to carry out their assigned responsibilities with conscientious concern.

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

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates on an occasional basis.
2. Accept or receive a benefit as an indirect consequence of transacting school district business.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities which shall be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Board and regulations of the school administration in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern and attention toward the safety and welfare of students, including the need to ensure that students are appropriately supervised.

Child abuse

All district employees who have reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with Board policy and state law.

The superintendent is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetrator is a school district employee. Such information shall remain confidential except that the superintendent shall notify the Colorado Department of Education of the child abuse investigation.

Possession of deadly weapons

The provisions of the policy regarding public possession of deadly weapons on school property or in school buildings also shall apply to employees of the district. However, the restrictions shall not apply to employees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

Felony/misdemeanor convictions

If, subsequent to beginning employment with the district, the district has good cause to believe that any staff member has been convicted of, pled *nolo contendere* to, or received a deferred or suspended sentence for any felony or misdemeanor other than a misdemeanor traffic offense or infraction, the district shall make inquiries to the Department of Education for purposes of screening the employee.

In addition, the district shall require the employee to submit a complete set of fingerprints taken by a qualified law enforcement agency. Fingerprints must be submitted within 20 days after receipt of written notification. The fingerprints shall be forwarded to the Colorado Bureau of Investigation for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation.

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

Employees shall not be charged fees for processing fingerprints under these circumstances.

Unlawful behavior involving children

The Board may make an inquiry with the Department of Education concerning whether any current employee of the school district has been convicted of, pled *nolo contendere* to, or received a deferred or suspended sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the employee's fitness for employment.

Personnel addressing health care treatment for behavior issues

School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used and obtaining prior written permission from the student or from the student's parent/guardian. See the Board's policy concerning survey, assessment, analysis or evaluation of students. School personnel are encouraged to discuss concerns about a student's behavior with the parent/guardian and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns school personnel may have.

(Adoption date)

LEGAL REFS.: C.R.S. 18-12-105.5 (*unlawful carrying/possession of weapons on school grounds*)
C.R.S. 18-12-214 (3)(b) (*school security officers may carry concealed handgun pursuant to valid permit*)
C.R.S. 19-3-308 (5.7) (*child abuse reporting*)
C.R.S. 22-32-109 (1)(ee) (*duty to adopt policy prohibiting personnel from recommending certain drugs for students or ordering behavior tests without parent permission*)
C.R.S. 22-32-109.1 (8) (*policy requiring inquiries upon good cause to department of education for purpose of ongoing screening of employees*)

C.R.S. 22-32-109.7 (duty to make inquiries prior to hiring)
C.R.S. 22-32-109.8 (6) (requirement to terminate non-licensed employees for certain felony offenses)
C.R.S. 22-32-109.9 (licensed personnel – submittal of fingerprints)
C.R.S. 22-32-110 (1)(k) (power to adopt conduct rules)
C.R.S. 24-18-104 (government employee rules of conduct)
C.R.S. 24-18-109 (local government employee rules of conduct)
C.R.S. 24-18-110 (voluntary disclosure)

CROSS REFS.: JLC, Student Health Services and Records
JLDAC, Screening/Testing of Students
JLF, Reporting Child Abuse/Child Protection
KFA, Public Conduct on District Property

NOTE 1: This policy reflects the legal requirements with regard to the criminal activities of staff that may occur off-campus. However, the Board may wish to consider whether additional rules of conduct for off-campus behavior are appropriate. For example, the Board may require that employees charged with any crime involving violence or children report such charge to their supervisor within 24 hours so that the school personnel can determine whether it is appropriate for the employee to continue in his or her current position, especially if that position includes direct contact with students. Any such additions to this policy should be made only with the advice of the district's legal counsel. There are legal concerns related to employees' rights that must be considered.

NOTE 2: State law defines "economic benefit tantamount to a gift of substantial value" to include: 1. A loan at a rate of interest substantially lower than the prevailing commercial rate; 2. Compensation received for private services rendered at a rate substantially exceeding the fair market value; and 3. Goods or services for the district employee's personal benefit offered by a person who is at the same time providing goods or services to the district under a contract or other means by which the person receives payment or other compensation from the district. C.R.S. 24-18-104 (2). However, state law permits a district employee to receive such goods or services if the "totality of the circumstances" indicates the transaction is legitimate, the terms are fair to both parties, the transaction is supported by full and adequate consideration, and the employee does not receive any substantial benefit resulting from the employee's status that is unavailable to members of the public generally. C.R.S. 24-18-104 (2)(b).

NOTE 3: State law lists the type of items that are not considered "gifts of substantial value or substantial economic benefit tantamount to a gift of substantial value" and are therefore permissible for a district employee to receive. See, C.R.S. 24-18-104 (3). Such items include campaign contributions or contributions in kind that are reported in accordance with the Fair Campaign Practices Act; an unsolicited item of trivial value (i.e. currently less than \$59-53), "such as a pen, calendar, plant, book, notepad or similar item;" and an unsolicited token or award of appreciation in the form of a plaque, trophy, desk item, wall memento or similar item. Id.; see also, Colo. Const. Art. XXIX, Section 3.

NOTE 4: The amount of the gift limit (§59-53) is identical to the gift limit under section 3 of article XXIX of the state constitution. This amount shall be adjusted for inflation contemporaneously with any adjustment to the constitutional gift limit. C.R.S. 24-6-203 (8). The state constitution requires an adjustment for inflation every four years. The next adjustment must occur in the first quarter of 2019 2015. Colo. Const. Art. XXIX, Section 3 (6).

Adopted October 17, 1979
Revised October 21, 1993
Revised March 2, 1995
Revised October 7, 1999
Revised June 6, 2002
Revised June 16, 2005
Revised September 4, 2008
Revised October 20, 2011
Revised October 7, 2013

Staff Conduct (And Responsibilities)

All staff members have a responsibility to make themselves familiar with and abide by federal and state laws as these affect their work, and the policies and regulations of the district.

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

Rules of conduct

Each staff member shall observe rules of conduct established in law which specify that a school employee shall not:

1. Disclose or use confidential information acquired in the course of employment to further substantially the employee's personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the staff member's duties, or which the staff member knows or should know is primarily for the purpose of a reward for action taken.
3. Engage in a substantial financial transaction for private business purposes with a person whom the staff member supervises.
4. Perform an action which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the staff member has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

All staff members shall be expected to carry out their assigned responsibilities with conscientious concern.

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

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

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

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities which shall be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Board and regulations of the school administration in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
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5. Concern and attention toward the safety and welfare of students, including the need to ensure that students are appropriately supervised.

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All district employees who have reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with Board policy and state law.

The superintendent is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetrator is a school district employee. Such information shall remain confidential except that the superintendent shall notify the Colorado Department of Education of the child abuse investigation.

Possession of deadly weapons

The provisions of the policy regarding public possession of deadly weapons on school property or in school buildings also shall apply to employees of the district. However, the restrictions shall not apply to employees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

Felony/misdemeanor convictions

If, subsequent to beginning employment with the district, the district has good cause to believe that any staff member has been convicted of, pled *nolo contendere* to, or received a deferred or suspended sentence for any felony or misdemeanor other than a misdemeanor traffic offense or infraction, the district shall make inquiries to the Department of Education for purposes of screening the employee.

In addition, the district shall require the employee to submit a complete set of fingerprints taken by a qualified law enforcement agency. Fingerprints must be

submitted within 20 days after receipt of written notification. The fingerprints shall be forwarded to the Colorado Bureau of Investigation for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation.

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

Employees shall not be charged fees for processing fingerprints under these circumstances.

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The Board may make an inquiry with the Department of Education concerning whether any current employee of the school district has been convicted of, pled *nolo contendere* to, or received a deferred or suspended sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the employee's fitness for employment.

Personnel addressing health care treatment for behavior issues

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LEGAL REFS.: C.R.S. 18-12-105.5 (*unlawful carrying/possession of weapons on school grounds*)
C.R.S. 18-12-214 (3)(b) (*school security officers may carry concealed handgun pursuant to valid permit*)
C.R.S. 19-3-308 (5.7) (*child abuse reporting*)
C.R.S. 22-32-109 (1)(ee) (*duty to adopt policy prohibiting personnel from recommending certain drugs for students or ordering behavior tests without parent permission*)
C.R.S. 22-32-109.1 (8) (*policy requiring inquiries upon good cause to department of education for purpose of ongoing screening of employees*)
C.R.S. 22-32-109.7 (*duty to make inquiries prior to hiring*)
C.R.S. 22-32-109.8 (6) (*requirement to terminate non-licensed employees for certain felony offenses*)

C.R.S. 22-32-109.9 (licensed personnel – submittal of fingerprints)
C.R.S. 22-32-110 (1)(k) (power to adopt conduct rules)
C.R.S. 24-18-104 (government employee rules of conduct)
C.R.S. 24-18-109 (local government employee rules of conduct)
C.R.S. 24-18-110 (voluntary disclosure)

CROSS REFS.: JLC, Student Health Services and Records
JLDAC, Screening/Testing of Students
JLF, Reporting Child Abuse/Child Protection
KFA, Public Conduct on District Property

NOTE 1: This policy reflects the legal requirements with regard to the criminal activities of staff that may occur off-campus. However, the Board may wish to consider whether additional rules of conduct for off-campus behavior are appropriate. For example, the Board may require that employees charged with any crime involving violence or children report such charge to their supervisor within 24 hours so that the school personnel can determine whether it is appropriate for the employee to continue in his or her current position, especially if that position includes direct contact with students. Any such additions to this policy should be made only with the advice of the district's legal counsel. There are legal concerns related to employees' rights that must be considered.

NOTE 2: State law defines "economic benefit tantamount to a gift of substantial value" to include: 1. A loan at a rate of interest substantially lower than the prevailing commercial rate; 2. Compensation received for private services rendered at a rate substantially exceeding the fair market value; and 3. Goods or services for the district employee's personal benefit offered by a person who is at the same time providing goods or services to the district under a contract or other means by which the person receives payment or other compensation from the district. C.R.S. 24-18-104 (2). However, state law permits a district employee to receive such goods or services if the "totality of the circumstances" indicates the transaction is legitimate, the terms are fair to both parties, the transaction is supported by full and adequate consideration, and the employee does not receive any substantial benefit resulting from the employee's status that is unavailable to members of the public generally. C.R.S. 24-18-104 (2)(b).

NOTE 3: State law lists the type of items that are not considered "gifts of substantial value or substantial economic benefit tantamount to a gift of substantial value" and are therefore permissible for a district employee to receive. See, C.R.S. 24-18-104 (3). Such items include campaign contributions or contributions in kind that are reported in accordance with the Fair Campaign Practices Act; an unsolicited item of trivial value (i.e. currently less than \$53), "such as a pen, calendar, plant, book, notepad or similar item;" and an unsolicited token or award of appreciation in the form of a plaque, trophy, desk item, wall memento or similar item. Id.; see also, Colo. Const. Art. XXIX, Section 3.

Revised Sample Policy

File: GCO

NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs. [Policy GCO replaces former policies GCOA and GCOC.]

Evaluation of Licensed Personnel

This policy and accompanying regulation shall be considered part of the district's licensed personnel performance evaluation system. The district's licensed personnel evaluation system shall be developed and implemented in accordance with state law. The Board shall consult with district administrators, teachers, parents and the advisory school district licensed personnel performance evaluation council in developing and evaluating the district's evaluation system.

The purposes of the district's licensed personnel evaluation system shall be to serve as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure the professional growth and development and the level of effectiveness of licensed personnel. The district's licensed personnel performance evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance pursuant to state law, if applicable. For purposes of this policy and the district's licensed personnel performance evaluation system, "unsatisfactory performance" shall be defined as a performance rating of "ineffective."

The school district shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal or other employment decisions relating to school personnel.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status, employment status or assignment under the terms of the employment contract and state law. The content of the evaluation, the rating given and any

improvement plan shall not be grievable under the district's formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law. Any dismissal or other employment action shall be in accordance with applicable state law and Board policy.

(Adoption date)

LEGAL REFS.: C.R.S. 22-9-101 *et seq.* (Licensed Personnel Performance Evaluation Act)
C.R.S. 22-63-301 (grounds for dismissal)
1 CCR 301-87 (State Board of Education rules for administration of a system to evaluate the effectiveness of licensed personnel)

CROSS REFS.: BDFA*, District Personnel Performance Evaluation Council
GCOE*, Evaluation of Evaluators
GCQF, Discipline, Suspension and Dismissal of Professional Staff
IK, Academic Achievement

NOTE 1: A person who is employed in multiple roles in the district may receive a single evaluation that takes into account the employee's performance of his/her responsibilities in each role. The employee's supervisor shall conduct the evaluation or, if the employee is the superintendent, the board shall conduct the evaluation. C.R.S. 22-9-106 (4.3).

NOTE 2: Students' state assessment results from the 2014-15 school year may only be used as baseline data for measuring student academic growth in the 2015-16 school year and school years thereafter. C.R.S. 22-9-106 (2.5)(c)(I). In addition, in any year that the district does not receive students' state assessment results by the deadline for written evaluation reports (two weeks prior to end of school year), the district must use alternate measures of student academic growth, including local assessment results if available. C.R.S. 22-9-106 (2.5)(c)(II).

Adoption October 7, 2013

Evaluation of Licensed Personnel

This policy and accompanying regulation shall be considered part of the district's licensed personnel performance evaluation system. The district's licensed personnel evaluation system shall be developed and implemented in accordance with state law. The Board shall consult with district administrators, teachers, parents and the advisory school district licensed personnel performance evaluation council in developing and evaluating the district's evaluation system.

The purposes of the district's licensed personnel evaluation system shall be to serve as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure the professional growth and development and the level of effectiveness of licensed personnel. The district's licensed personnel performance evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance pursuant to state law, if applicable. For purposes of this policy and the district's licensed personnel performance evaluation system, "unsatisfactory performance" shall be defined as a performance rating of "ineffective."

The school district shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal or other employment decisions relating to school personnel.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status, employment status or assignment under the terms of the employment contract and state law. The content of the evaluation, the rating given and any improvement plan shall not be grievable under the district's formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law. Any dismissal or other employment action shall be in accordance with applicable state law and Board policy.

LEGAL REFS.: C.R.S. 22-9-101 *et seq.* (*Licensed Personnel Performance Evaluation Act*)
C.R.S. 22-63-301 (*grounds for dismissal*)
1 CCR 301-87 (*State Board of Education rules for administration of a system to evaluate the effectiveness of licensed personnel*)

CROSS REFS.: BDFA*, District Personnel Performance Evaluation Council
GCOE*, Evaluation of Evaluators
GCQF, Discipline, Suspension and Dismissal of Professional Staff
IK, Academic Achievement

Revised Sample Policy

File: IG

NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, some content in this sample reflects legal requirements school districts must follow. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

This policy is intended to replace former policies IGA, Curriculum Development; IGD, Curriculum Adoption; and IGF, Curriculum Review.

Curriculum Development

The Board of Education is required by state law to determine the educational programs to be carried on in the schools of the district. The district's curriculum shall be aligned with the district's academic standards to ensure that each student will have the educational experiences needed to achieve the standards or complete the requirements and goals as listed on a student's Individualized Education Program (IEP), which may include modified standards.

Successful curriculum development is a cooperative enterprise involving impacted district staff members, carried out under the superintendent's leadership and using multiple resources. Carefully conducted and supervised experimentation for curriculum development is also desirable.

All new programs and courses of study as well as the elimination and extensive alteration of the content of current programs and courses shall be presented by the superintendent to the Board for its consideration and action.

The district's curriculum shall be reviewed at regular intervals to ensure that the curriculum and educational programs are effective and aligned with the district's academic standards and educational objectives. Curriculum review committees shall include administrators, teachers, parents, accountability members and others deemed appropriate by the Board or superintendent.

Regulations shall be developed that outline the courses to be reviewed, the sequence of course review, the specific activities involved in curriculum review and the areas to be included in the review.

The review shall include consideration of achievement results for all student populations, educational equity, curriculum breadth and depth, and congruence of instructional strategies and assessments with the district's academic standards.

(Adoption date)

LEGAL REFS.: Colo. Const. Art. IX, Sect. 15 (*Board has control of instruction within the district*)

| C.R.S. 22-7-~~1013-407~~ (2)(a) (*adoption of academic standards; alignment of curriculum*)

C.R.S. 22-20-101 *et seq.* (*Exceptional Children's Educational Act*)

C.R.S. 22-20-201 *et seq.* (*education of gifted children*)

C.R.S. 22-32-109 (1)(t) (*Board duty to determine educational program and prescribe textbooks*)

C.R.S. 22-32-110 (1)(r) (*Board power to exclude immoral or pernicious materials and books*)

CROSS REF.: AEA, Standards Based Education

Adopted November 10, 2014 (replaces IGA, IGD, IGF)

Curriculum Development

The Board of Education is required by state law to determine the educational programs to be carried on in the schools of the district. The district's curriculum shall be aligned with the district's academic standards to ensure that each student will have the educational experiences needed to achieve the standards or complete the requirements and goals as listed on a student's Individualized Education Program (IEP), which may include modified standards.

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The review shall include consideration of achievement results for all student populations, educational equity, curriculum breadth and depth, and congruence of instructional strategies and assessments with the district's academic standards.

LEGAL REFS.: Colo. Const. Art. IX, Sect. 15 (*Board has control of instruction within the district*)
C.R.S. 22-7-407 (2)(a) (*adoption of content standards; alignment of curriculum*)
C.R.S. 22-20-101 *et seq.* (*Exceptional Children's Educational Act*)
C.R.S. 22-20-201 *et seq.* (*education of gifted children*)
C.R.S. 22-32-109 (1)(t) (*Board duty to determine educational program and prescribe textbooks*)
C.R.S. 22-32-110 (1)(r) (*Board power to exclude immoral or pernicious materials and books*)

CROSS REF.: AEA, Standards Based Education

Revised Sample Policy

File: IHBA

NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, some content in this sample reflects legal requirements school districts must follow. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Special Education Programs for Students with Disabilities

In keeping with the intention of the state of Colorado and this Board of Education 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 students with disabilities in accordance with the requirements of state and federal law.

Any student identified as a child with disabilities pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (the IDEIA) who is between the ages of three and 21 and who has not been awarded a regular high school diploma and graduated from high school has the right to a free appropriate public education. These eligible students with disabilities shall be provided individualized programs appropriate to meet their educational needs, as determined by the students' Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) teams.

A student identified as a child with disabilities under the IDEIA shall become eligible for special education and related services on his or her third birthday. A student reaching age 21 after the beginning of an academic year shall have the right to complete the semester in which his or her 21st birthday occurs or attend until he or she graduates, whichever comes first. In such a case, the child is not entitled to extended school year services during the summer following such current academic year.

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 academic standards or whether the student shall achieve individualized standards which would indicate the student has met the requirements of his or her IEP.

(Adoption date)

LEGAL REFS.: 20 U.S.C. §1401 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. §701 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
~~C.R.S. 22-7-407 (6) (IEP shall specify whether student shall achieve district's standards or individualized standards)~~
C.R.S. 22-7-1006.3 (3)(c) (reporting of alternate assessments)

| _____ C.R.S. 22-7-~~1006.3-409 (1.2) (3)~~(d) ~~(H)~~ (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
JF-E, Admission and Denial of Admission
JK*-2, Discipline of Students with Disabilities

Special Education Programs for Students with Disabilities

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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.

Adopted September 9, 1999

Revised June 1, 2006

Revised May 17, 2007

Revised June 2, 2011

LEGAL REFS.: 20 U.S.C. §1401 *et seq.* (*Individuals with Disabilities Education Improvement Act of 2004*)
29 U.S.C. §701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)
C.R.S. 22-7-407 (6)
C.R.S. 22-7-409 (1.2)(d)(II) (*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.: ACE, Nondiscrimination on the Basis of Disability
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IHBIB, Primary/Preprimary Education
JF-E, Admission and Denial of Admission
JK*-2, Discipline of Students with Disabilities

Elizabeth School District C-1, Elizabeth, Colorado

Revised Sample Policy

File: IHBG

NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, this policy reflects legal requirements school districts must follow. This sample policy contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Home Schooling

When a parent/guardian of a student who has attained the age of seven years and is below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with law:

1. The parent/guardian must submit on an annual basis written notification of establishment of the home-based program to the district's director of student services. The initial written notification shall be submitted at least 14 days before the program is established.
2. The parent/guardian must certify in writing the name, age, place of residence and number of hours of attendance of each of his/her children enrolled in the program.
3. The superintendent shall give the parent 14 days written notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law.
4. Each student in a home-based program shall be evaluated when the student is in the third, fifth, seventh, ninth and 11th grades. The student's academic progress shall be evaluated either by giving a nationally standardized achievement test or by submitting an evaluation of the student conducted by a qualified person as defined in state law.

The student's test or evaluation results shall be submitted to the district or to an independent or parochial school in Colorado. If the test or evaluation results are submitted to an independent or parochial school, the name of the school shall be provided to the district.

5. If the student's composite score on the test is above the 13th percentile, the student shall continue to be eligible for the home-based educational program and exempt from compulsory attendance. If the score is at or below the 13th percentile, the parent/guardian shall be given the opportunity to have the student re-tested using an alternate version of the same test or a different nationally standardized test selected by the parent/guardian from a list supplied by the State Board of Education.

6. If the evaluation conducted by a qualified person indicates that the student is making sufficient academic progress according to ability, the student shall continue to be exempt from compulsory attendance.
7. If the composite score on a retest continues to be at or below the 13th percentile or if the evaluation conducted by a qualified person indicates that the student is not making sufficient academic progress, the district shall take steps to require the parent/guardian to enroll the student in a public, independent or parochial school.

Extracurricular and interscholastic activities

Students participating in home-based educational programs have the same rights as district students to participate in district extracurricular and interscholastic activities. Such participation is subject to the same rules of any interscholastic organization or association of which the district is a member, applicable law and the district's eligibility requirements.

If a student withdraws from the school district more than 15 days after the start of the school year and enters a home-based educational program, the school district shall remain the child's district of attendance for purposes of extracurricular and interscholastic activities. If the child was eligible to participate in extracurricular or interscholastic activities when he or she withdrew from the public school, the child remains eligible to participate at that school for the remainder of the academic year.

Habitually truant students

Any student who has been declared habitually truant at any time during the last six months of attending public school before the proposed enrollment in a home-based educational program may not be enrolled unless the parent/guardian first submits a written description of the curricula to be used along with the written notification required in paragraph #1 above.

Re-entering district schools

A student from a home-based program may re-enter the district's schools at any time. With the consent of the student's parent/guardian, the district shall place the student at the grade level deemed most appropriate by the district. All students from home-based programs must demonstrate proficiency in the district's academic standards at their appropriate placement level. The district may test the student to determine placement.

The district shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with district requirements and the district's academic standards, the district shall require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the district may administer testing to the student to verify the accuracy of the student's transcripts. The district may reject any transcripts that cannot be verified through such testing. See policy IKF.

(Adoption date)

LEGAL REFS.: C.R.S. 22-7-~~1006.3409 (3)(b) (1-2)(d)(I)(B)(III)~~ *(home school students not required to take state assessments, even when the student attends a district school for a portion of the school day and is included in the district's pupil count)*
C.R.S. 22-32-116.5 *(extracurricular and interscholastic activities)*
C.R.S. 22-33-104.5 *(home-based education law)*
C.R.S. 22-33-104.5 (3)(f) *(scores on nationally standardized tests or evaluations are not considered when measuring school performance and determining accreditation)*
C.R.S. 22-33-107 *(compulsory attendance law)*

CROSS REFS.: JGA, Assignment of New Students to Classes and Grade Levels
JHB, Truancy
JJJ, Extracurricular Activity Eligibility

NOTE 1: The parent/guardian of a student who wants to establish a home-based education program may choose any public school district in the state to be the student's district of residence by notifying the district as set forth in paragraphs 1 and 2 of this policy. C.R.S. 22-33-104.5 (3)(e) and C.R.S. 22-33-104.5 (6)(a)(II)(A). However, if a student withdraws from public school more than 15 days after the start of the school year, the district from which the student withdraws remains the district of attendance for the purposes of extracurricular and interscholastic activities. C.R.S. 22-33-104.5 (6)(a)(II)(B).

NOTE 2: State law does not require a district to permit home-schooled students to attend only part of the educational program. However, if the district decides to permit part-time enrollment, and the student is enrolled for at least 90 hours of teacher-pupil instruction/contact time during the semester, the district may count the student and receive part-time state funding. C.R.S. 22-33-104.5 (6); 1 CCR 301-39, 2254-R-5.13. The district could consider including in its home school policy that enrollment will be denied unless the student is enrolled for at least 90 hours per semester. If the district does not wish to maintain a minimum hours requirement, the district should make part time enrollment subject to district availability of space and resources. The home-schooled student who enrolls in the district on a part-time basis and is included in the district's pupil count is not required to take any state assessment administered pursuant to C.R.S. 22-7-1006.3. See, C.R.S. 22-7-1006.3 (3)(b).

NOTE 3: State law prohibits a district from requiring a home-schooled student to enroll in a district course or complete any district credits as an eligibility requirement or condition of participating in any extracurricular activity at a district school unless "the extracurricular activity is an extension of the course, such as a performing arts group." C.R.S. 22-32-116.5 (4)(c), 22-33-104.5 (6)(b)(I).

NOTE 4: If the parent/guardian of a home-schooled student requests that his or her child take a state assessment, the district must permit the child to take the assessment and must provide the results of any state assessment taken to the child's parent/guardian. The parent/guardian must pay all costs associated with administering and providing the results of the state assessments. C.R.S. 22-7-1006.3 (9)(b).

File: IHBG

| [Revised ~~November 2015-June 2013~~]
COLORADO SAMPLE POLICY 1994©

Adopted October 21, 1993
Revised March 2, 1995
Revised October 10, 1996
Revised January 6, 2000
Revised January 22, 2004
Revised May 17, 2007
Revised October 7, 2013

Home Schooling

When a parent/guardian of a student who has attained the age of seven years and is below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with law:

1. The parent/guardian must submit on an annual basis written notification of establishment of the home-based program to the district's director of student services. The initial written notification shall be submitted at least 14 days before the program is established.
2. The parent/guardian must certify in writing the name, age, place of residence and number of hours of attendance of each of his/her children enrolled in the program.
3. The superintendent shall give the parent 14 days written notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law.
4. Each student in a home-based program shall be evaluated when the student is in the third, fifth, seventh, ninth and 11th grades. The student's academic progress shall be evaluated either by giving a nationally standardized achievement test or by submitting an evaluation of the student conducted by a qualified person as defined in state law.

The student's test or evaluation results shall be submitted to the district or to an independent or parochial school in Colorado. If the test or evaluation results are submitted to an independent or parochial school, the name of the school shall be provided to the district.

5. If the student's composite score on the test is above the 13th percentile, the student shall continue to be eligible for the home-based educational program and exempt from compulsory attendance. If the score is at or below the 13th percentile, the parent/guardian shall be given the opportunity to have the student re-tested using an alternate version of the same test or a different nationally standardized test selected by the parent/guardian from a list supplied by the State Board of Education.
6. If the evaluation conducted by a qualified person indicates that the student is making sufficient academic progress according to ability, the student shall continue to be exempt from compulsory attendance.

7. If the composite score on a retest continues to be at or below the 13th percentile or if the evaluation conducted by a qualified person indicates that the student is not making sufficient academic progress, the district shall take steps to require the parent/guardian to enroll the student in a public, independent or parochial school.

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Students participating in home-based educational programs have the same rights as district students to participate in district extracurricular and interscholastic activities. Such participation is subject to the same rules of any interscholastic organization or association of which the district is a member, applicable law and the district's eligibility requirements.

If a student withdraws from the school district more than 15 days after the start of the school year and enters a home-based educational program, the school district shall remain the child's district of attendance for purposes of extracurricular and interscholastic activities. If the child was eligible to participate in extracurricular or interscholastic activities when he or she withdrew from the public school, the child remains eligible to participate at that school for the remainder of the academic year.

Habitually truant students

Any student who has been declared habitually truant at any time during the last six months of attending public school before the proposed enrollment in a home-based educational program may not be enrolled unless the parent/guardian first submits a written description of the curricula to be used along with the written notification required in paragraph #1 above.

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The district shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with district requirements and the district's academic standards, the district shall require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the district may administer testing to the student to verify the accuracy of the student's transcripts. The district may reject any transcripts that cannot be verified through such testing. See policy IKF.

LEGAL REFS.: C.R.S. 22-7-409 (1.2)(d)(I)(B)(III) (*home school students not required to take state assessments*)
C.R.S. 22-32-116.5 (*extracurricular and interscholastic activities*)
C.R.S. 22-33-104.5 (*home-based education law*)
C.R.S. 22-33-104.5 (3)(f) (*scores on nationally standardized tests or evaluations are not considered when measuring school performance and determining accreditation*)
C.R.S. 22-33-107 (*compulsory attendance law*)

CROSS REFS.: JGA, Assignment of New Students to Classes and Grade Levels
JHB, Truancy
JJJ, Extracurricular Activity Eligibility

NOTE 1: The parent/guardian of a student who wants to establish a home-based education program may choose any public school district in the state to be the student's district of residence by notifying the district as set forth in paragraphs 1 and 2 of this policy. C.R.S. 22-33-104.5 (3)(e) and C.R.S. 22-33-104.5 (6)(a)(II)(A). However, if a student withdraws from public school more than 15 days after the start of the school year, the district from which the student withdraws remains the district of attendance for the purposes of extracurricular and interscholastic activities. C.R.S. 22-33-104.5 (6)(a)(II)(B).

NOTE 2: State law does not require a district to permit home-schooled students to attend only part of the educational program. However, if the district decides to permit part-time enrollment, and the student is enrolled for at least 90 hours of teacher-pupil instruction/contact time during the semester, the district may count the student and receive part-time state funding. C.R.S. 22-33-104.5 (6); 1 CCR 301-39, 2254-R-5.13. The district could consider including in its home school policy that enrollment will be denied unless the student is enrolled for at least 90 hours per semester. If the district does not wish to maintain a minimum hours requirement, the district should make part time enrollment subject to district availability of space and resources.

NOTE 3: State law prohibits a district from requiring a home-schooled student to enroll in a district course or complete any district credits as an eligibility requirement or condition of participating in any extracurricular activity at a district school unless "the extracurricular activity is an extension of the course, such as a performing arts group." C.R.S. 22-32-116.5 (4)(c), 22-33-104.5 (6)(b)(I).

Revised Sample Policy

File: ILBC

NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Early Literacy and Reading Comprehension (Colorado READ Act)

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

Assessments and READ plans

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

[Note: If the district administers a reading assessment to kindergarten students during the first 60 days of the school year, it is not required to administer the literacy component of the school readiness assessment required by C.R.S. 22-7-1014 (1)(a). See, C.R.S. 22-7-1014 (2)(a), 22-7-1205 (1)(a.5).]

Student retention due to student's significant reading deficiency

[Note: The READ Act requires the Board to adopt a policy regarding the decision to retain a student based upon the student's significant reading deficiency. C.R.S. 22-7-1202 (2). Thus, the Board must choose one of the following options.]

[Option 1: Retention decision made in accordance with existing Board policy.]

The decision to retain a student due to the student's significant reading deficiency shall be made in accordance with the Board's policy concerning the promotion and retention of students and applicable law.

[Option 2: Retention decision made by school principal in consultation with the student's parents/guardians and school staff.]

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

[Note: We recommend including the following two paragraphs regardless of whether the Board chooses Option 1 or 2 above.]

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

Beginning in the 2016-17 school year, if a decision is made to promote a student to fourth grade even though the student continues to be identified as a student with a significant reading deficiency, the superintendent or superintendent's designee shall make the final decision regarding whether the student is promoted or retained.

Reporting

The district shall annually report to the Colorado Department of Education (CDE) the state-assigned student identifier for each student enrolled in the district who has a READ plan. Other information required by the READ Act and applicable State Board of Education rules shall also be reported to CDE.

The district shall also use the reported student data to develop and implement district and school improvement plans in accordance with the Education Accountability Act of 2009 and applicable State Board of Education rules.

(Adoption date)

LEGAL REFS.: C.R.S. 22-7-1201 *et seq.* (Colorado Reading to Ensure Academic Development (READ) Act)
C.R.S. 22-11-101 *et seq.* (Education Accountability Act of 2009)
1 CCR 301-1, Rules 2202-R-1.00 *et seq.* (State Board of Education rules for the Administration of the Accreditation of School Districts)
1 CCR 301-92, Rules 2202-R-1.00 *et seq.* (State Board of Education rules for the Administration of the Colorado Reading to Ensure Academic Development (READ) Act)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AED*, Accreditation
IK, Academic Achievement
IKE, Ensuring All Students Meet Standards

| [Revised November 2015-May 2013]
COLORADO SAMPLE POLICY 1998©

Adopted January 6, 2000
Revised June 2, 2011
Revised October 7, 2013

Early Literacy and Reading Comprehension (Colorado READ Act)

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

Assessments and READ plans

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

Student retention due to student's significant reading deficiency

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

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

Beginning in the 2016-17 school year, if a decision is made to promote a student to fourth grade even though the student continues to be identified as a student with a significant reading deficiency, the superintendent or superintendent's designee shall make the final decision regarding whether the student is promoted or retained.

Reporting

The district shall annually report to the Colorado Department of Education (CDE) the state-assigned student identifier for each student enrolled in the district who has a READ plan. Other information required by the READ Act and applicable State Board of Education rules shall also be reported to CDE.

The district shall also use the reported student data to develop and implement district and school improvement plans in accordance with the Education Accountability Act of 2009 and applicable State Board of Education rules.

LEGAL REFS.: C.R.S. 22-7-1201 *et seq.* (*Colorado Reading to Ensure Academic Development (READ) Act*)
C.R.S. 22-11-101 *et seq.* (*Education Accountability Act of 2009*)
1 CCR 301-1, Rules 2202-R-1.00 *et seq.* (*State Board of Education rules for the Administration of the Accreditation of School Districts*)
1 CCR 301-92, Rules 2202-R-1.00 *et seq.* (*State Board of Education rules for the Administration of the Colorado Reading to Ensure Academic Development (READ) Act*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AED*, Accreditation
IK, Academic Achievement
IKE, Ensuring All Students Meet Standards

Revised Sample Policy

File: JLC

NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, some content in this sample reflects legal requirements school districts must follow. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Student Health Services and Records

The purpose of the school health program shall be to supplement the efforts and guidance of parents/guardians to raise student awareness of the benefits of regular health care.

The objectives of the school health program are:

1. To promote good health habits among students.
2. To stimulate a sanitary, safe and healthful environment in school.
3. To assist in the identification and referral to appropriate health care providers for medical, psychological and physical needs.

Health records

Health records shall be maintained by the nursing staff and kept in a separate and secure health file in the school health office. Health records of students with human immunodeficiency virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) shall be kept in a locked environment to maintain confidentiality.

Access to the health files shall be limited to only those school personnel who have a specific and legitimate educational interest in the information for use in furthering a student's academic achievement or maintaining a safe and orderly teaching environment. Access to the health files of students with HIV/AIDS shall be limited to those with written permission from the student and/or parent/guardian and to emergency medical personnel.

The nursing staff shall maintain a log showing who has been given access, when access occurred and to which specific records.

Annual screening programs

The sight and hearing of all students in kindergarten, first, second, third, fifth, seventh and ninth grades or students in comparable age groups referred for testing shall be tested during the school year by the school nurse, teacher, principal or other qualified person authorized by the school district, as required by law. These screenings shall not be required of any student whose parent/guardian objects on religious or personal grounds.

The parent/guardian shall be informed when a deficiency is found.

Dental health

The school district shall participate in programs to encourage good dental health including instruction, dental examination clinics when available and referral to agencies which can provide aid for those in need.

Communicable diseases

Students showing symptoms of a communicable disease, an infectious condition, or illness or disability of a serious nature shall be referred to the school nurse. The school nurse shall report the presence of a communicable disease, if action is necessary to protect the health of other students and staff.

(Adoption date)

LEGAL REFS.: 20 U.S.C. 7906 (*prohibition against the use of Title I funds to operate a program of contraception in the schools contained in No Child Left Behind Act of 2001*)
C.R.S. 13-22-102, 103 (*minors may consent to medical treatment*)
C.R.S. 22-1-116 (*vision and hearing tests*)
C.R.S. 25-4-402 (*parental consent not required to treat minor for sexually transmitted infection*)
C.R.S. 25-4-901 *et seq.* (*school entry immunization*)
C.R.S. 25-6-102 (*dissemination of contraceptive information*)
6 CCR 1010-6, Rule 6.13 (*requirements for health services in schools*)

CROSS REFS.: GBEB, Staff Conduct (And Responsibilities)
JF, Admission and Denial of Admission
JLCB, Immunization of Students
JLCC, Communicable/Infectious Diseases
JLCD, Administering Medications to Students
JLCEA*, Students with Special Health Needs
JLDAC, Screening/Testing of Students (and Treatment of Mental Disorders)

NOTE: Each school district must contract with a registered nurse to provide oversight for student health care, including training and supervision of unlicensed school staff to administer medication to students and carry out medical orders for students with special health care needs. 6 CCR 1010-6, Rule 6.13(A).

[Revised November ~~2015~~ 2010]
COLORADO SAMPLE POLICY 1991©

Student Health Services and Records

The purpose of the school health program shall be to supplement the efforts and guidance of parents/guardians to raise student awareness of the benefits of regular health care.

The objectives of the school health program are:

1. To promote good health habits among students.
2. To stimulate a sanitary, safe and healthful environment in school.
3. To assist in the identification and referral to appropriate health care providers for medical, psychological and physical needs.

Health records

Health records shall be maintained by the nursing staff and kept in a separate and secure health file in the school health office. Health records of students with human immunodeficiency virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) shall be kept in a locked environment to maintain confidentiality.

Access to the health files shall be limited to only those school personnel who have a specific and legitimate educational interest in the information for use in furthering a student's academic achievement or maintaining a safe and orderly teaching environment. Access to the health files of students with HIV/AIDS shall be limited to those with written permission from the student and/or parent/guardian and to emergency medical personnel.

The nursing staff shall maintain a log showing who has been given access, when access occurred and to which specific records.

Annual screening programs

The sight and hearing of all students in kindergarten, first, second, third, fifth, seventh and ninth grades or students in comparable age groups referred for testing shall be tested during the school year by the school nurse, teacher, principal or other qualified person authorized by the school district, as required by law. These screenings shall not be required of any student whose parent/guardian objects on religious or personal grounds.

The parent/guardian shall be informed when a deficiency is found.

Dental health

The school district shall participate in programs to encourage good dental health including instruction, dental examination clinics when available and referral to agencies which can provide aid for those in need.

Communicable diseases

Students showing symptoms of a communicable disease, an infectious condition, or illness or disability of a serious nature shall be referred to the school nurse. The school nurse shall report the presence of a communicable disease, if action is necessary to protect the health of other students and staff.

Adopted January 21, 1981

Revised to conform with practice: date of manual adoption

Revised April 5, 2001

Revised June 6, 2002

Revised January 19, 2006

Revised August 19, 2010

Revised June 2, 2011

LEGAL REFS.: C.R.S. 13-22-102, 103 (*minors may consent to medical treatment*)
C.R.S. 22-1-116 (*vision and hearing tests*)
C.R.S. 25-4-402 (*parental consent not required to treat minor for sexually transmitted infection*)
C.R.S. 25-4-901 *et seq.* (*school entry immunization*)
C.R.S. 25-6-102 (*dissemination of contraceptive information*)
20 U.S.C. 7906 (*prohibition against the use of Title I funds to operate a program of contraception in the schools contained in No Child Left Behind Act of 2001*)

CROSS REFS.: GBEB, Staff Conduct
JF, Admission and Denial of Admission
JLCB, Immunization of Students
JLCC, Communicable/Infectious Diseases
JLCCA, Students with HIV/AIDS
JLCD, Administering Medications to Students
JLDAC, Screening/Testing of Students (and Treatment of Mental Disorders)
JLCEA*, Students with Special Health Needs

Elizabeth School District C-1, Elizabeth, Colorado

Revised Sample Policy

File: KB

NOTE 1: Colorado school boards, other than boards of "small rural" school districts that enroll less than 1,000 students, are required by law to adopt a policy on this subject. This sample contains the content/language that CASB believes best meets the intent of the law. However, the board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

NOTE 2: The board must work with the parent members of the district accountability committee (DAC) in creating, adopting and implementing this policy. C.R.S. 22-32-142 (1)(a). Accordingly, THIS SAMPLE POLICY IS A TEMPLATE FOR DISCUSSION PURPOSES ONLY. The board should review the recommendations and revise the policy as appropriate to meet the district's needs and circumstances.

NOTE 3: State law provides that in adopting a parent engagement policy, boards may take into account the best practices and strategies identified by the Colorado state advisory council for parent involvement in education (SACPIE) and the national standards for family-school partnerships. C.R.S. 22-32-142 (1)(a). Further information is available on SACPIE's website, www.cde.state.co.us/sacpie.

NOTE 4: In "small rural" districts where the student population is less than 1,000, 500-students-or-less, the responsibilities for school district and school-level accountability may be assumed by the district accountability committee. C.R.S. 22-11-401 (4)(c). Thus, a "small rural" district with less than 1,000 500-or-fewer students should omit this policy's references to school accountability committees if it only has a district accountability committee (DAC).

Parent Engagement in Education

The Board of Education believes that the education of each student is a responsibility shared by the school as well as parents and that engaging parents is essential to improved student achievement. 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 engagement and to set and realize goals for parent-supported student learning.

To that end all district schools shall:

1. Consult with and encourage parents to share in school and district planning and in the setting of objectives through participating in school and district accountability committees.

2. Help parents understand the educational process and their role in supporting student achievement through regular, meaningful communication.
3. Inform parents of school choices and learning opportunities 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 district academic standards through written materials and public meetings. Information shall explain how the student's progress will be measured and how parents will be informed of such progress. This information shall also be provided to the school and district accountability committees.
5. Provide appropriate avenues for parents to find support in their role.
6. Encourage formal organizations for parents at each school building as well as at the district level. The organizations shall receive information concerning district and school activities and shall have opportunities for input into district and school decisions as appropriate.
7. Encourage and welcome parent volunteers in the schools.

[NOTE 5: State law "encourages" the board's parent engagement policy to provide staff training on best practices and skills in working with parents. C.R.S. 22-32-142 (1)(b). The following sentence is optional and addresses this statutory provision.]

The Board supports professional development opportunities for staff to enhance their understanding of effective parent engagement strategies.

[NOTE 6: If the district receives federal funds to support any of the following programs, the board may wish to include the following optional paragraph in this policy.]

The Board also recognizes the special importance of parental involvement to the success of its Title I, Migrant Education Program (MEP), and Limited English Proficiency (LEP) programs and directs the superintendent to ensure that the district and schools jointly develop with parents written parent involvement policies that meet the requirements of federal law.

[NOTE 7: One of the duties of school accountability committees (SAC) and the district accountability committee (DAC) is "assisting the school district in implementing the parent engagement policy adopted by the local school board..." C.R.S. 22-11-302 (1)(g)(II), - 402 (1)(h)(II). The following sentence is optional and addresses these statutory provisions. The DAC and SAC of a small rural district, however, are not required to increase parent engagement nor are they required to assist in implementing the parent engagement policy. C.R.S. 22-11-302 (3), - 402 (2).]

The district accountability committee (DAC) shall conduct a periodic review of this policy. As part of its review, the DAC shall seek input from school accountability committees and then provide any recommended policy revisions to the Board.

(Adoption date)

LEGAL REFS.: ~~C.R.S. 8-13.3-101 et seq. (leave for parental involvement in academic activities)~~
C.R.S. 22-7-301 et seq. (measures to increase parental involvement in public education)
~~C.R.S. 22-7-407 (5) (informing parents about standards-based 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 Accomplishment
AEA, Standards Based Education
KBA, District Title I Parent Involvement Policy
KD, Public Information and Communications

NOTE 8: State law requires ~~districts, other than "small rural" districts, the district~~ to identify a district employee to act as the "point of contact" for parent engagement training and resources and also serve as the "liaison" between the district, the district accountability committee, the Colorado State Advisory Council for Parent Involvement in Education and the Colorado Department of Education (CDE). The district must submit the identified person's name to CDE. C.R.S. 22-32-142 (l)(c).

NOTE 9: ~~The Parental Involvement in K-12 Education Act (the Act) provides that when scheduling academic activities for which leave may be taken under the Act, schools and school districts shall make their "best efforts" to accommodate the schedules of employees with children in the school or school district. C.R.S. 8-13.3-103 (3).~~

Adopted November 19, 1992
Revised September 20, 2001
Revised August 19, 2010
Revised June 10, 2013
Revised October 13, 2014

Parent Engagement in Education

The Board of Education believes that the education of each student is a responsibility shared by the school as well as parents and that engaging parents is essential to improved student achievement. 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 engagement and to set and realize goals for parent-supported student learning.

To that end all district schools shall:

1. Consult with and encourage parents to share in school and district planning and in the setting of objectives through participating in school and district accountability committees.
2. Help parents understand the educational process and their role in supporting student achievement through regular, meaningful communication.
3. Inform parents of school choices and learning opportunities 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 academic standards through written materials and public meetings. Information shall explain how the student's progress will be measured and how parents will be informed of such progress. This information shall also be provided to the school and district accountability committees.
5. Provide appropriate avenues for parents to find support in their role.
6. Encourage formal organizations for parents at each school building as well as at the district level. The organizations shall receive information concerning

district and school activities and shall have opportunities for input into district and school decisions as appropriate.

7. Encourage and welcome parent volunteers in the schools.

The Board supports professional development opportunities for staff to enhance their understanding of effective parent engagement strategies.

The Board also recognizes the special importance of parental involvement to the success of its Title I, Migrant Education Program (MEP), and Limited English Proficiency (LEP) programs and directs the superintendent to ensure that the district and schools jointly develop with parents written parent involvement policies that meet the requirements of federal law.

The district accountability committee (DAC) shall conduct a periodic review of this policy. As part of its review, the DAC shall seek input from school accountability committees and then provide any recommended policy revisions to the Board.

LEGAL REFS.:

C.R.S. 8-13.3-101 *et seq.* (leave for parental involvement in academic activities)
C.R.S. 22-7-301 *et seq.* (measures to increase parental involvement in public education)
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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
KBA, District Title I Parent Involvement Policy
KD, Public Information and Communications

Revised Sample Policy

File: KDE

NOTE: Colorado school boards are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Crisis Management

(Safety, Readiness and Incident Management Planning)

The Board of Education acknowledges the necessity of preparing a school response framework to adequately prepare school personnel, parents and the community to respond appropriately to a crisis that involves the school community. Crisis situations that could impact the school community may or may not occur on school property and include, but are not limited to, suicide, death, acts of violence, trauma, natural disaster and accident.

As an important component of school safety planning, the school district shall take the necessary steps to remain in compliance with the National Incident Management System (NIMS), as that system applies to school districts. The district achieved NIMS compliance on ____ (date) ____.

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

(Adoption date)

LEGAL REFS.: C.R.S. 13-21-108.1 (3) *(requirements for persons rendering emergency assistance through the use of automated external defibrillators)*
C.R.S. 22-1-125 *(automated external defibrillators requirements must be referenced in safety, readiness and incident management plan)*
C.R.S. 22-1-126 *(Safe2Tell Program)*
C.R.S. 22-32-109.1 (1)(b.5) *(definition of "community partners")*
C.R.S. 22-32-109.1 (4) *(school response framework is required part of safe schools plan)*
C.R.S. 24-33.5-1213.4 *(school all-hazard emergency planning and response)*

CROSS REFS.: GBGAA*, Staff Training in Crisis Prevention and Management
JLCE, First Aid and Emergency Medical Care
JLDBG, Peer Mediation
JLDBH, Suicide or Other Traumatic Loss of Life

NOTE 1: School districts may "consult" and "collaborate" with "community partners" in adopting and implementing the district's safety plan. C.R.S. 22-32-109.1 (2), (4)(d). State law defines "community partners" as collectively, local fire departments, state and local law enforcement *(which includes school resource officers)-agencies*, local 911 agencies, interoperable communications providers, the Safe2Tell Program, local emergency medical service personnel, local mental health organizations, local public health agencies, local emergency management personnel, *and* local or regional homeland security personnel *and school resource officers*. C.R.S. 22-32-109.1 (1)(b.5).

NOTE 2: C.R.S. 22-32-109.1 (4) sets forth the minimum requirements to be addressed in the district's safety plan. Even though the law refers to the requirements as "policies," CASB believes the intent of the law can be met by addressing the required topics in the district's safety plan.

NOTE 3: If the district acquires an automated external defibrillator (AED), the district shall meet the training, maintenance, inspection and physician involvement requirements of C.R.S. 13-21-108.1 (3), and shall reference the requirements of that section in the district's safety plan. C.R.S. 22-1-125 (5).

Adopted November 1, 2001
Revised June 1, 2006
Revised November 19, 2009
Revised May 5, 2014

Crisis Management

(Safety, Readiness and Incident Management Planning)

The Board of Education acknowledges the necessity of preparing a school response framework to adequately prepare school personnel, parents and the community to respond appropriately to a crisis that involves the school community. Crisis situations that could impact the school community may or may not occur on school property and include, but are not limited to, suicide, death, acts of violence, trauma, natural disaster and accident.

As an important component of school safety planning, the school district shall take the necessary steps to remain in compliance with the National Incident Management System (NIMS), as that system applies to school districts. The district achieved NIMS compliance on September 1, 2011.

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

LEGAL REFS.: C.R.S. 13-21-108.1 (3) *(requirements for persons rendering emergency assistance through the use of automated external defibrillators)*
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CROSS REFS.: GBGAA*, Staff Training in Crisis Prevention and Management
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