



10850 East Woodmen Road • Falcon, CO 80831
Tele: 719-495-3601 • Fax: 719-495-0832 • E-mail: d49@d49.org

Mission Statement

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

ANNOUNCEMENT/NOTICE

BOARD OF EDUCATION WORK SESSION

February 24, 2010

Following 10:00 a.m. Special BOE Meeting

Student Services Center – Board Room

WHAT: Board of Education Work Session
WHEN: Wednesday, February 24, 2010
TIME: 10:00 a.m.
PLACE: Board Room
Student Services Center
10850 E. Woodmen Road
Falcon, Colorado 80831

- Purpose:**
1. Initiative built around the three STEM focus schools; Odyssey Elementary School, Skyview Middle School, and Vista Ridge High School
 2. Communications Plan
 3. 2011-2012 School Calendar
 4. Course approvals from the District Curriculum Planning Council (DCPC) for school years 2010-2011.
 5. 2010-2011 Staffing Plan
 6. Adoption, Revision or Repeal of Board of Education Policies
[EB-Environmental and Safety Program](#), [EBAB- Hazardous Materials](#), [EBAB-R- Hazardous Materials](#), [EBBB-Accident Reports](#), [EBCE-R-School Closings and Cancellations](#), [EDE-Waste Management and Recycling](#), [EEBB-Use of Vehicles for School Business](#), [FA- Facilities Development Goals/Priority Objectives](#), [GBK-Staff Complaints and Grievances](#), [GDQB-Resignation of Support Staff](#), [GCQC/GCQD-Resignation of Instructional Staff/Administrative Staff](#), [GCQC-R/GCQD-R-Resignation of Instructional Staff/Administrative Staff](#), [IHAK-Character Education](#), [IHAMA-Teaching about Drugs, Alcohol and Tobacco](#), [IKE- Ensuring Students Meet Standards](#), [KEC-Public Concerns/Complaints about Instructional Resources](#)
 7. Review of Board of Education Policies – No changes recommended
[BEDC-Quorum](#), [BF-Board Work Sessions and Retreats](#), [FBC-Prioritization of Facility Improvements](#), [FBC-R-Prioritization of Facility Improvements](#), [IHACA-Law-Related Education](#), [IHAM-Health Education](#), [IHAM-R/IHAMB-R/IHAMC-R- Exemption Procedure](#), [IKA-Grading/Assessment Systems](#), [IKFB-Graduation Exercises](#), [IMA-Teaching Methods](#), [IMBB-Exemptions from Required Instruction](#), [IMDB Flag Displays](#).

DATE OF POSTING: February 19, 2010

Loretta Branham, Board of Education
Executive Administrative Assistant



10850 East Woodmen Road • Falcon, CO 80831
Tele: 719-495-3601 • Fax: 719-495-0832 • E-mail: d49@d49.org

**BOARD OF EDUCATION
WORK SESSION
February 24, 2010
Following 10:00 a.m.
Special BOE Meeting**

**STUDENT SERVICES CENTER
BOARD ROOM**

AGENDA



10850 East Woodmen Road • Falcon, CO 80831
Tele: 719-495-3601 • Fax: 719-495-0832 • E-mail: d49@d49.org

Mission Statement

To prepare students, in a safe and caring environment, to be successful, competent and

ANNOUNCEMENT/NOTICE

BOARD OF EDUCATION WORK SESSION

February 24, 2010

**Following 10:00 a.m. Special BOE Meeting
Student Services Center – Board Room**

WHAT: Board of Education Work Session
WHEN: Wednesday, February 24, 2010
TIME: 10:00 a.m.
PLACE: Board Room - Student Services Center
10850 E. Woodmen Road, Falcon, Colorado 80831

PURPOSE

1. Initiative built around the three STEM focus schools; Odyssey Elementary School, Skyview Middle School, and Vista Ridge High School
2. Communications Plan
3. 2011-2012 School Calendar
4. Course approvals from the District Curriculum Planning Council (DCPC) for school years 2010-2011.
5. 2010-2011 Staffing Plan
6. Adoption, Revision or Repeal of Board of Education Policies
EB-Environmental and Safety Program, EBAB- Hazardous Materials, EBAB-R-Hazardous Materials, EBBB-Accident Reports, EBCE-R-School Closings and Cancellations, EDE-Waste Management and Recycling, EEBB-Use of Vehicles for School Business, FA- Facilities Development Goals/Priority Objectives, GBK-Staff Complaints and Grievances, GDQB-Resignation of Support Staff, GCQC/GCQD-Resignation of Instructional Staff/Administrative Staff, GCQC-R/GCQD-R-Resignation of Instructional Staff/Administrative Staff, IHAK-Character Education, IHAMA-Teaching about Drugs, Alcohol and Tobacco, IKE- Ensuring Students Meet Standards, KEC-Public Concerns/Complaints about Instructional Resources
7. Review of Board of Education Policies – No changes recommended BEDC-Quorum, BF-Board Work Sessions and Retreats, FBC-Prioritization of Facility Improvements, FBC-R-Prioritization of Facility Improvements, IHACA-Law-Related Education, IHAM-Health Education, IHAM-R/IHAMB-R/IHAMC-R- Exemption Procedure, IKA-Grading/Assessment Systems, IKFB-Graduation Exercises, IMA-Teaching Methods, IMBB-Exemptions from Required Instruction, IMDB Flag Displays.

DATE OF POSTING: February 19, 2010
Loretta Branham, Board of Education
Executive Administrative Assistant



BOARD OF EDUCATION WORK SESSION AGENDA ITEM 1.

BOARD MEETING OF: February 24, 2010

PREPARED BY: Mary Anne Soerensen, Coordinator of Grants and Fund Development

TITLE OF AGENDA ITEM: Science, Technology, Engineering, Math (STEM) Initiative

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND INFORMATION, DESCRIPTION OF THE SITUATION, AND RECOMMENDED COURSE(S) OF ACTION:

Information on PreK-12 Science, Technology, Engineering, Math (STEM) Initiative built around the three STEM focus schools; Odyssey Elementary School, Skyview Middle School, Vista Ridge High School. We want to inform the BOE of the draft foundational and long range PreK-12 STEM Vision outline that a team of 23 STEM Teacher/Leaders, Administrators, and Principals have been developing over the past month, in anticipation of presenting appropriations requests to Senators Udall and Bennet for federal FY2011 for continued and enhanced support for the D49 PreK-12 STEM Initiative.

PROS/CONS AND ALTERNATIVE COURSES OF ACTION

N/A

COST OR COST ESTIMATION:

None at this time.

MOTION REQUESTED:

N/A

APPROVED BY: Mary Guinn, Ed. D., Deputy Superintendent **DATE:** February 11, 2010



BOARD OF EDUCATION WORK SESSION AGENDA ITEM 2.

BOARD MEETING OF: February 24, 2010

PREPARED BY: Stephanie Meredith, Communications Specialist

TITLE OF AGENDA ITEM: District 49 Communications Plan

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION, DESCRIPTION OF THE SITUATION, AND RECOMMENDED COURSE(S) OF ACTION:

- The Communications Plan is a document that provides strategic and focused communication goals for the district.
- This plan is something we need as the district works to step up our communication efforts district- and community-wide.
- I have worked to incorporate our district's mission, goals and beliefs and solicited input from Drs. Schoeppey and Guinn on this plan.
- The plan will provide structure in all communication, internal and external, and ensure our communication and outreach with the community is successful.
- At this time, I am asking for feedback from Board members on all components of this plan.

PROS/CONS AND ALTERNATIVE COURSES OF ACTION

List these separately

Pros – Provide a united vision for the message the district sends to parents, teachers, students, staff and

the entire community.

Using this plan, the district has the opportunity to change perceptions and move the district forward.

Cons – costs will be associated with some communication elements within the plan

COST OR COST ESTIMATION:

Still to be determined – items will be budgeted primarily in 'Communications' budget items.

MOTION REQUESTED:

N/A

APPROVED BY: Brad J. Schoeppey, Ed. D., Superintendent **DATE:** February 18, 2010

2011 - 2012 Calendar

July

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29		

March

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Students in School (Green background)

District Closed (Red background)

Breaks/Vacations (Yellow background)

Staff Development (Dark Blue background)

Teacher Workday (Diagonal Orange/Black pattern background)

First day of school all levels-3 hour early release elementary students-1/2 Day Literacy testing PM




3 hour early release-Teacher Workday

3 hour early release HS-HS Teacher workday

No Elementary Students

Literacy Day

End of Quarter

-  1/2 day Kindergarten Starts
-  Parent Teacher Conference Dates in Red
-  New Teacher Orientation

2011 – 2012 Calendar Narrative

<p>July 7/4 District Closed-Independence Day 7/22 New Teacher Orientation 7/25 New Teacher Orientation 7/26 New Teacher Orientation 7/27 Opening Day Activities AM; Staff Development (Bldg PM) 7/28 Teacher Workday 7/29 Staff Development</p> <p>August 8/1 Elementary Literacy Day (no elementary students)/6th, 9th grade students and New Secondary Student Orientation (No 7, 8 or 10, 11, 12) 8/2 First day of school all levels (includes full day kindergarten students)-3 hour early release elementary students; ½ day elementary literacy testing PM, Kindergarten assessment-No ½ day kindergarten 8/3 First day for ½ day kindergarten students</p> <p>September 9/5 District Closed-Labor Day 9/23 Staff Development (1/2 Day Elementary Report Card Prep, ½ Day Staff Development; Full Day Staff Development-secondary)-No students 9/30 End 1st Quarter</p> <p>October 10/3-7 Elementary P/T Conferences 10/3-7 Secondary P/T Conferences (MS & HS) 10/7 Elementary P/T Conf-No Elementary Students 10/10-21 Fall Break-No classes</p> <p>November 11/23-25 District Closed- Thanksgiving Break</p> <p>December 12/15 3 hour early release for HS students-HS Teacher Workday 12/16 End 2nd Quarter; 3 hour early release for students-Teacher Workday 12/19-30 Christmas Break-No classes 12/23-30 District Closed-Christmas Holiday</p>	<p>January 1/2 District Closed-New Year's Day 1/16 District Closed-Martin Luther King Day 1/30-31 Elementary P/T Conferences</p> <p>February 2/1-3 Elementary P/T Conferences 2/3 Elementary P/T Conf- No Elementary Students 2/20 District Closed-Presidents Day 2/21 Staff Development (1/2 Elementary Report Card Prep, ½ Day Staff Development; Full Day Staff Development-secondary)-No students</p> <p>March 3/2 End 3rd Quarter 3/5-9 Secondary P/T Conferences (MS & HS) 3/19-30 Spring Break-No Classes</p> <p>April 4/20 Staff Development (Building SIP) – No students/ Snow day make up</p> <p>May 5/4 Elementary Literacy Day–No elementary students 5/24 3 hour early release for HS students-HS Teacher Workday 5/25 End 4th Quarter; 3 hour early release for HS students-HS Teacher Workday 5/26 Graduation 5/28 District Closed-Memorial Day 5/29 Teacher Workday</p>
---	---



BOARD OF EDUCATION AGENDA ITEM 4.

BOARD MEETING OF: February 24, 2010

PRESENTED BY: Chris Trask, Executive Director of Curriculum, Instruction and Assessment

TITLE OF AGENDA ITEM: Course approvals from the District Curriculum Planning Council (DCPC) for school years 2010-2011.

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION, DESCRIPTION OF THE SITUATION, AND RECOMMENDED COURSE(S) OF ACTION:

The following courses have been reviewed by the DCPC and were found to meet the requirements for adoption:

1. Pathophysiology
2. Interior Design II
3. Regional and International Cuisine
4. Marching Band

PROS/CONS AND ALTERNATIVE COURSES OF ACTION

Pros – Additional courses provide more options for students.

Cons – The campuses will have to utilize existing personnel units to support these offerings.

COST OR COST ESTIMATION:

Textbook costs will be determined after registration for the classes have been completed. Courses new to a campus that do not relate to a pilot adoption year or core offerings will be supported by the campus.

MOTION REQUESTED:

N/A

APPROVED BY: Mary Guinn, Ed. D., Deputy Superintendent **DATE:** February 16, 2010

Pathophysiology

Length: Semester Grade: 11-12
Credit: .5 credit Prerequisite:

This course will be for 11th and 12th grade student in the Academy of Health and Sciences and will be in-depth study of disease processes that affect the human body.

Interior Design II

Length: Semester Grade: 10-12
Credit: .5 credit Prerequisite: Interior Design I

Interior Design II is designed to continue to teach in the field of Interior Design by using hands-on interactive approach. Students will be able to explore their creativity and apply the elements and principles of design in residential and commercial interior design. Students will learn how to design and present interior design boards. This course will also look at career and schooling options.

Regional and International Cuisine

Length: Semester Grade: 9-12
Credit: .5 credit Prerequisite: Students must pass
Today's Foods with a
grade of a 'C'

This course introduces students to the contributions that various ethnic groups have made to American and International cuisine. It focuses on the cuisines, customs and food preparation techniques of various regions of the United States and countries around the world. The students will explore culinary history, cultural diversity, food choices, health and social issues as it relates to their impact on people's diet and geographical locations. The student will continue to develop skills in kitchen organization, equipment use, teamwork, problem solving, critical thinking and communication.

Marching Band

Length: Semester Grade: 9-12
Credit: .5 credit Prerequisite: Middle and/or High School
wind and percussion skills

Marching Band provides students with a balanced comprehensive study of music. The semester consists mostly of marching activities. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.



BOARD OF EDUCATION WORK SESSION AGENDA ITEM 6.

BOARD MEETING OF: February 24, 2010

PREPARED BY: Administrative Cabinet

TITLE OF AGENDA ITEM: Adoption, Revision or Repeal of Board of Education Policies EB-Environmental and Safety Program, EBAB- Hazardous Materials, EBAB-R-Hazardous Materials, EBBB-Accident Reports, EBCE-R-School Closings and Cancellations, EDE-Waste Management and Recycling, EEBB-Use of Vehicles for School Business, FA- Facilities Development Goals/Priority Objectives, GBK-Staff Complaints and Grievances, GDQB-Resignation of Support Staff, GCQC/GCQD-Resignation of Instructional Staff/Administrative Staff, GCQC-R/GCQD-R-Resignation of Instructional Staff/Administrative Staff, IHAK-Character Education, IHAMA-Teaching about Drugs, Alcohol and Tobacco, IKE- Ensuring Students Meet Standards, KEC-Public Concerns/Complaints about Instructional Resources

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION, DESCRIPTION OF THE SITUATION, AND RECOMMENDED COURSE(S) OF ACTION:

- Administrative teams and Cabinet members reviewed all of these policies comparing them to district needs and also Colorado Association of School Board recommendations and Cabinet members have reviewed and approved these revisions.

PROS/CONS AND ALTERNATIVE COURSES OF ACTION

COST OR COST ESTIMATION:

No additional cost

MOTION REQUESTED:

None

APPROVED BY: Bradley J. Schoeppey, Ed. D., Superintendent **DATE:** February 17, 2010

Environmental and Safety Program

It shall be the policy of the Board to guard against accidents by taking reasonable precautions to protect the safety of all students, employees, visitors, and others present on district property or at school-sponsored events.

The Board shall insist that its staff adhere to recommended safety practices as these pertain to the school plant, special areas of instruction, student transportation, school sports, occupational safety, etc.

The practice of safety also shall be considered a facet of the instructional program of the district schools, and instruction in accident prevention as well as fire prevention; emergency procedures; and traffic, bicycle, and pedestrian shall be provided in the appropriate grades and classes.

Every principal shall be responsible for the supervision of a safety program for his-his/her school. The ~~superintendent~~ superintendent's designee shall have overall responsibility for the safety program of the district. It shall be the responsibility of the ~~superintendent~~ superintendent's designee to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Current practice codified: 1980.

Adopted: date of manual adoption.

Revised: May 11, 2000.

Revised:

LEGAL REFS.: C. R. S. 22-1-101 through 9-1-106 (*construction requirements, fire escapes, etc.*)
C.R.S. 22-3-101 through 22-3-104 (*eye protective devices*)
~~C.R.S. 22-32-109(1)(w)~~
C.R.S. 22-32-110(1)(w) (*Board of education-specific powers*)
C.R.S. 22-32-124(2)(3) (*building inspection*)
C.R.S. 24-10-106.5 (*duty of care*)

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.

ENVIRONMENTAL AND SAFETY COORDINATOR

The superintendent shall appoint an environmental and safety coordinator (hereinafter the "coordinator") who shall: (1) be responsible for the District's compliance with federal, state and local laws concerning hazardous substances; (2) be responsible for the District's compliance with the Falcon School District 49 Crisis Response and Management Manual as it relates to hazardous substances; (3) be responsible for the education and training of District employees and students to ensure compliance with federal, state and local laws concerning hazardous substances, and to ensure compliance with the Crisis Response and Management Manual as it relates to hazardous substances; and (4) serve as the District's liaison with federal, state and local regulators in matters concerning hazardous substance.

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, The superintendent or superintendent designee 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~~ must maintain 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 18, 1989.

Revised: February 4, 1999.

Revised:

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 will be adhered to at all times.

Hazardous Materials

1. Hazardous Materials Program Supervisor

Overall supervision of the operation of all hazardous materials policies and procedures within the district will be the responsibility of the ~~Director of Business and Auxiliary Services~~Environmental Safety Coordinator, who will serve as the hazardous materials program ~~supervisor~~coordinator, referred to throughout these procedures as the ~~"supervisor."~~"coordinator."

~~At each location, the lead custodian or his/her designee will be designated as the local hazardous materials coordinator, referred to throughout these procedures as the "coordinator." At each location, there also will be an alternate district employee designated as a backup to the coordinator.~~

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

2. Initial Inventory and Material Identification

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

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

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

The coordinator will arrange for the identification of any unknown suspected hazardous substance through the supervisor.

3. Tracking, Inventory, and Material Safety Data Sheets

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

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

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

Each operation and location will maintain a set of MSDS ~~in its area for all hazardous materials with which it has~~in the front office and each area where the hazardous material is stored and has contact. These MSDS will be ~~available for review and use by every district employee. The MSDS also will be~~ available for inspection ~~by~~by anyone including appropriate police, fire, health, and emergency service authorities.

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

4. Purchase of Hazardous Materials

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

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

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

- a. The requester secures the prior written approval of the ~~supervisor~~coordinator.

- b. The requester provides written notice of the purchase along with copies of all supporting documents including MSDS and the reason for the purchase to the ~~supervisor~~coordinator, the ~~location~~/building administrator and the ~~supervisor of purchasing~~district purchasing agent.

All purchase orders for hazardous materials will include a requirement that the shipment of any such materials includes MSDS with any order or portion of the order. Purchase orders also will note that failure to provide MSDS with the shipment may result in either the district's refusing to accept the shipment or the district's conditionally accepting the shipment and refusing to pay for it until the MSDS are provided.

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

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

5. Storage, Recycling, or Transfer of Hazardous Materials

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

- a. Materials which might become or are hazardous materials.
- b. Hazardous materials which have been declared waste and are being held for disposal.

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

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

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

Storage of hazardous materials will be in compliance with federal, state, and local law. All hazardous materials will be separated according to physical properties and stored safely in storage areas appropriate to the risk posed

by the materials. For example, volatile substances such as petroleum distillates will be stored in approved safety cabinets. Where appropriate, storage cabinets ~~may~~ must be locked and access to students or non-authorized staff limited.

All containers for hazardous materials will be labeled to show date of receipt by the district, shelf life, and expiration date. Where space permits, materials will be stored so that the oldest materials are used first (first in-first out).

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

6. Disposal of Hazardous Materials

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

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

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

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

7. Transportation of Hazardous Materials

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

~~Federal regulation of the transportation of hazardous materials is extensive and complex, requires significant insurance protection, and involves specialized training of staff and special equipment. Because the district cannot meet these requirements economically with current staff, equipment,~~

~~and training, the district will arrange for qualified third parties to transport any hazardous waste or hazardous materials outside the state.~~

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

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

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

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

8. Emergency Response-Spill Plan

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

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

~~In addition, a plan to handle spills and leaks will be developed for each location for all hazardous materials at the location. The plan will address immediate emergency procedures and required notification and clean-up procedure and will comply with all applicable laws and regulations.~~

All information regarding a hazardous materials incident will be released to the media or the public only by the district's communication officer, the superintendent, or their designee. No other district employee is authorized to release information regarding any such incident.

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

9. Evacuation Plan

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

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

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

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

10. Training of Staff and Students

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

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

11. Hazardous Materials Reduction and Substitution Program

Each location and operation shall begin a program of identifying the quantity of hazardous materials which it uses over the course of the year. Once those quantity requirements have been established, each program or operation will strive to eliminate any excess of those requirements.

12. Asbestos Containing Building Materials

In 1986, the Asbestos Hazard Emergency Response Act (AHERA) was signed into law requiring all non-profit Public and Private schools (K-12) to inspect for the presence of asbestos containing building material (ACBM). The district has completed the initial inspection on all buildings and

continues to monitor the status of any materials found during the inspections. A copy of the inspection, subsequent re-inspections, and the Management plan devised to keep in compliance with applicable regulations is to be kept on file at the main office of the school and also in the Facilities Management Office.

Adopted: May 18, 1989.

Revised: February 4, 1999.

Revised:

CROSS REFS.: DJB, Purchasing Procedures
EBCA, Disaster Plans
EBCB, Safety Drills

Accident Reports

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

The Board requires therefore that an accident report be filed on every accident that takes place on school-district property or that involves a school-district vehicle, students or staff on school-sponsored trips, including staff members on authorized school-district business trips. Such reports are required whether or not there is any apparent evidence of injuries or damage to property. District staff must file appropriate worker's compensation form.

The superintendent or designee shall establish procedures for filing accident reports and shall make sure reports include details that:

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

Current practice codified 1980.

Adopted: date of manual adoption.

Revised: March 4, 1999.

Revised: October 3, 2002.

Revised:

School Closings and Cancellations

During severe weather times, parents are asked to help by making a decision regarding their own child. If in a parent's ~~judgement~~judgment it is too hazardous to send their child to school, the child should be kept at home. The child will not be penalized for the absence or tardiness and will be given ample opportunity to make up missed assignments.

If at any time during the day, in the parent's ~~judgement~~judgment, the weather is bad enough that they or a verified adult representing them wants to come to school to pick up the student, the principal will release the student to them. The school will maintain a log of students who are released early and to whom they were released.

Administration should annually review the timelines and procedures that will be utilized for emergency closings, delayed openings, or early releases.

Emergency closings/delayed opening expectations

District #49 will:

Make decisions based on student/employee safety.

Make decisions concerning emergency closings, delayed openings, and early releases as soon as possible.

Make decisions based on input from the ~~auxiliary services director,~~ ~~†~~Transportation supervisor Director or designee, snowplow drivers, weather bureau, El Paso County Department of Transportation, State Highway Department of Transportation, City Street Department and neighboring school districts.

In the event of a closing, cancel all school athletic practices, clubs and activities for the day.

In the event of a closing, cancel all athletic contests except at the high school level if weather conditions improve to a safe condition and the opponent mutually consents to participate.

In the event of closing, transportation will not be provided to any out of district schools, programs.

Have appropriate staff members as designated by building principals or other supervisors remain in the building one hour after the last bus has left the school in order to be present if buses must return to the school.

Parents and staff will be expected to listen to one of the radio or television stations that the District annually designates for closing/delayed opening/early release/storm alert information. The list is published and distributed annually by the district.

District closing will be posted on the District web site. Parents and staff are encouraged to register for Flashnet alerts.

Approved: August 21, 1980.

Revised: - —September 19, 1991.

Revised: _ —September 26, 1991.

Revised: _ —October 7, 1993.

Revised: _ —August 17, 1995.

Revised: _ —March 4, 1999.

Revised:

CROSS REF: ———JLIB, Student Dismissal Precautions

Waste Management and Recycling

Falcon School District 49 shall make resource conservation and waste reduction an integral part of its operations, consistent with the requirements of its academic and extracurricular programs and within the bounds of sound financial management. In this regard, the District shall strive to decrease the amount of waste it generates by:

- Reducing the consumption of materials;
- Fully using all materials prior to disposal;
- Minimizing the use of non-biodegradable products whenever possible; and
- Reusing and recycling all materials to the fullest extent possible.

The District shall cooperate with and participate in applicable recycling efforts of other governmental and private entities to the extent practicable and within the bounds of sound financial management. As systems for the recovery of waste and recycling are developed, the District shall participate in these programs to the extent practicable and within the bounds of sound financial management by appropriately separating and allowing recovery of recyclable waste products.

When financially viable and product quality is acceptable, the District shall purchase recycled products and shall encourage suppliers, both private and public, to make such products available for purchase by the District.

Adopted:

Use of ~~Private~~ Vehicles on School Business

Private Vehicles:

District employees traveling between schools may be granted standing authorization by the superintendent or designee to use their private vehicles on school-related business.

They shall be reimbursed at the approved district mileage rate. Employees who receive a travel allowance are not eligible for mileage reimbursement. ~~incurred within El Paso and Teller counties.~~

Small-Multi-function Vehicle:

All District employees engaged in the transportation of students shall conform to all Colorado Department of Education regulations and guidelines including but not limited to training and requirements for eligibility, issuance and retention of small vehicle operating permits.

Any person receiving a traffic citation while driving a school-owned vehicle shall be responsible for paying any fine or fee associated with such a citation. The driver shall review the circumstances of the citation with his immediate supervisor within three working days. The driver shall also send a copy of the citation to the Transportation Department. Upon consultation with the Transportation Director, the immediate supervisor shall make a recommendation to the superintendent for termination, probation, or no action based on the information gathered by the supervisor.

Prior to transporting students, the District employee shall obtain the appropriate training and certification for use of vehicles used for such transportation.

District employees who have a valid permit from the transportation supervisor to transport students may obtain special permission to transport in a non-district owned vehicle. Such special permission shall not be granted unless the employee and vehicle to be used carry sufficient liability coverage in compliance with State law. A record of such insurance coverage shall be placed on file with the Transportation Department.

Adopted: February 4, 1999.

Reviewed: May 6, 1999.

Revised:

LEGAL REFS.: CDE-4204-R-202.02, School Transportation vehicle operator classifications

CROSS REFS.: DKC, Expense Authorization/Reimbursement

EEAG, Student Transportation in Private Vehicles

EEAEG, Use of Wireless Communication Devices by Bus Drivers

EEBA, School Owned Vehicles (Use of seat belts)

CDE-4204-R-202.02, School transportation vehicle operator
classifications

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

Facilities Development Goals/Priority Objectives

We believe that a quality educational program is affected to a great extent by the environment within which it functions.—The development of a quality educational program and school facilities which promote the implementation of the program go hand in hand.

Therefore, it is the goal of the Board to provide and maintain the number of quality facilities needed for the enrollment and the types of facilities supportive of the educational environment and program.

Adopted: September 3, 1998.

Revised:

Staff Complaints and Grievances

~~A grievance shall mean a written complaint by an employee or group of employees in the school district that there has been an alleged violation, misinterpretation, or inequitable application of Board of Education policy or practice. The term grievance shall not apply to any matter in which the method of review is prescribed by state or federal law or where the Board is without authority to act.~~

It is the Board's desire that procedures for settling differences provide for prompt and equitable resolution at the lowest possible administrative level and that each employee be assured an opportunity for orderly presentation and review of complaints without fear of reprisal.

A "grievance" is defined as an alleged material violation of Board of Education policies or administrative regulations that apply to all employees.

Nothing in this policy shall be construed to imply in any manner the establishment of personal rights not explicitly established by statute or Board policy. Neither shall anything in this policy be construed to establish any condition prerequisite relative to nonrenewal of contracts, transfer, assignment, dismissal or any other employment decision relating to school personnel.

All employment decisions remain within the sole and continuing discretion of the administration and/or Board of Education, as appropriate, subject only to the conditions and limitations prescribed by Colorado law.

An aggrieved person or persons must be employed in Falcon School District #49 at the time the grievance is alleged to have occurred. The grievance process is only available to current employees of the District.

Adopted: date of manual revision.

Reviewed: May 11, 2000.

Revised: January 11, 2001.

Revised:

Resignation of Support Staff

In those cases where a classified employee submits a voluntary resignation, he shall be required to give two weeks' written notice. Failure to comply with this requirement may result in forfeiture of any termination benefits. Exceptions may be granted for extenuating circumstances upon application to and approval by the superintendent or his designee. The Board delegates the authority to accept resignations to the Superintendent.

If an employee resigns for health reasons, a doctor's letter shall be required stating that the reason for quitting is due to a health problem.

If an employee resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior which is supported by a preponderance of evidence, the superintendent is delegated the responsibility for immediately notifying the Colorado Department of Education (CDE) and for providing any information requested by the department concerning the circumstances of the resignation. The district also shall notify the employee that information concerning his resignation is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

Adopted: August 4, 1993. (*note: there was not a 8/4/93 meeting*)

Revised: August 4, 1994.

Reviewed: May 11, 2000.

Revised:

LEGAL REFS.: C.R.S. 19-3-301 *et seq.* (*Child Protection Act of 1987*)
C.R.S. 22-32-109.7 (*Board of Education – specific duties – employment of personnel*)

Resignation of Instructional Staff/Administrative Staff

In accordance with state statutes, a teacher may cancel a contract prior to the beginning of an academic year by giving written notice on or before July 1, during an academic year by giving at least 30 days written notice, or at any time by mutual agreement with the Board of Education. The Board delegates the authority to accept resignations to the Superintendent.

A teacher who fails to honor a contract, except in accordance with the statutes, shall be held responsible for the ordinary and necessary expenses incurred in securing a replacement not to exceed 1/12th of his annual salary. In addition, the teacher's certificate may be suspended.

A teacher who resigns during the term of his contract shall be paid the prorated amount of his annual salary for each day he has been on duty.

If an employee resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the superintendent is delegated the responsibility for immediately notifying the Colorado Department of Education (CDE) and for providing any information requested by the department concerning the circumstances of the resignation. The district also shall notify the employee that information concerning his resignation is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

Mandatory reporting requirements

In addition, the superintendent shall immediately notify CDE whenever a licensed employee resigns for any of the following reasons:

1. The individual is convicted, pleads nolo contendere or receives a deferred sentence or deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children.
2. The individual is convicted, pleads guilty, pleads nolo contendere, or receives a deferred sentence for any of the following offenses:
 - a. any felony, including but not limited to felony child abuse, felony unlawful sexual behavior, a felony offense involving unlawful sexual behavior, and a felony offense involving an act of domestic violence;
 - b. a crime of violence;

- c. indecent exposure;
- d. contributing to the delinquency of a minor;
- e. misdemeanor domestic violence;
- f. misdemeanor sexual assault;
- g. misdemeanor unlawful sexual conduct;
- h. misdemeanor sexual assault on a client by a psychotherapist;
- i. misdemeanor child abuse;
- j. misdemeanor sexual exploitation of children;
- k. misdemeanor involving the illegal sale of controlled substances;
- l. physical assault;
- m. battery; or
- n. a drug-related offense.

3. When the county department of social services or the local law enforcement agency reasonably believes that an incident of child abuse or neglect has occurred and the school employee is the suspected perpetrator and was acting in an official capacity as an employee of the district.

4. When the Board reasonably believes that an employee is guilty of unethical behavior or professional incompetence.

Current practice codified: 1992.

Adopted: date of manual revision.

Revised: August 4, 1994.

Reviewed: May 11, 2000.

Revised:

LEGAL REFS.: C.R.S. 19-3-301 *et seq.* (*Child Protection Act of 1987*)
C.R.S. 22-32-109.7 (*Board of Education – specific duties – employment of personnel*)
C.R.S. 22-63-202 (*Employment contracts – contracts to be in writing – duration – damage provision*)

~~Resignation of Instructional Staff/Administrative Staff~~

~~If a certificated employee under contract to the district terminates his contract prior to its normal expiration date, the Board of Education may charge the employee for the following in locating and hiring a suitable replacement:~~

- ~~1. Time spent by the personnel director~~
- ~~2. Time spent by the personnel director's secretary~~
- ~~3. Time spent by building principals~~
- ~~4. Time spent by building secretaries~~
- ~~5. Time spent by the superintendent~~
- ~~6. Time spent by the superintendent's secretary~~
- ~~7. Newspaper advertising costs~~
- ~~8. Postage and telephone calls related to advertising and/or interviews~~

~~All costs will be figured on actual time spent times per hours salary of each individual involved. However, the total cost will not be larger than the amount prescribed by law.~~

~~Adopted: June 19, 1986.~~

~~Reviewed: May 11, 2000.~~

~~Repealed:~~

Character Education

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

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

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

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

Adopted:

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

CROSS REFS.: ADA, School District Educational Objectives

Teaching about Drugs, Alcohol, and Tobacco

In accordance with state and federal law, the district shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs from early childhood (preschool) through grade 12.

The drug and alcohol education program shall address the legal, social, and health consequences of drug and alcohol use. It shall include special instruction as to the effects upon the human system; the emotional, psychological, and social dangers of such use with emphasis on nonuse by school-age children, and the illegal aspects of such use. The program also shall include information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The objectives of this program, as stated below, are rooted in the Board's belief that prevention requires education and that the most important aspect of the policies and guidelines of the district should be the education of each individual to the dangers of drugs, alcohol, and tobacco.

1. To create an awareness of the total drug problem—prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national, and international levels.
2. To relate the use of drugs and alcohol to physical, mental, social, and emotional practices.
3. To encourage the individual to adopt an appropriate attitude toward pain, stress, and discomfort.
4. To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.
5. To understand the need for seeking professional advice in dealing with problems related to physical and mental health.
6. To understand the personal, social, and economic problems causing the misuse of drugs and alcohol.
7. To develop an interest in preventing illegal use of drugs in the community.

The curriculum, instructional materials, and strategies used in this program shall be recommended by the superintendent and approved by the Board.

To the extent funds are available, each school is encouraged to operate and maintain an educational program to assist students in avoiding and discontinuing

use of tobacco. ~~It is permissible to use tobacco on school property in classroom demonstrations to show the health hazards of tobacco.~~

Adopted: November 3, 1977.

Revised to conform with practice: date of manual revision.

Revised: September 2, 1999.

Revised:

LEGAL REFS.: 20 U.S.C. §7117 (*Safe and Drug-Free Schools and Communities Act of 1994*)

C.R.S. 18-18-102 (5)

C.R.S. 22-1-110 (*Effect of use of alcohol and controlled substances to be taught*)

C.R.S. 22-32-109 (1)(bb) (*Board of education – specific duties*)

C.R.S. 25-14-103.5

CROSS REFS.: ADC, Tobacco-Free Schools

IHACA, Law-Related Education

JICG, Use of Tobacco by Students

JICH, Drug and Alcohol Use by Students

Ensuring All Students Meet Standards

The Board believes that early identification of students who are not making adequate progress toward achieving standards and effective intervention are crucial. In accordance with the Board's policy on grading and assessment systems, teachers shall assess the teaching and learning process on a continual basis. Teachers shall identify students as soon as possible who are not making adequate progress toward achieving state and district content standards, based on a body of evidence and may choose to initiate the Response to Intervention (Rtl) process.

The Rtl process shall be followed by the student's teachers with input from the student's parents/guardians and the parents/guardians shall agree in writing to support the process. Neglect by the parents/guardians with regard to participating in development of the process or agreeing to support the process shall not affect implementation of the process.

The process shall address the specific learning needs of the student. Strategies designed to address those needs may include tutoring programs, after-school programs, summer school programs, other intensive programs and other proven strategies. Teachers are encouraged to collaborate in the process and to use a variety of strategies consistent with the student's learning style and needs.

Students in the Rtl process will be progress monitored in the content areas covered by the process.

In order to provide the services necessary to support the process, the superintendent, or designee, shall develop tutoring programs, after-school programs, summer school programs and other intensive programs in the content areas covered by state and district standards. The Board ~~may shall~~ commit resources in the budget to support these programs.

As determined by the principal and in accordance with applicable law, students not meeting applicable state and district content standards and/or making adequate yearly progress may not be promoted to the next grade level or allowed to graduate. When students are retained in the same grade level, the teacher shall evaluate the previous teaching and learning experiences of the student. Based on this evaluation the teacher shall create or modify a plan to ensure that the student's needs will be met and that the student's educational experience from the previous year is not merely repeated.

Retention, due to any reason, shall be used on a very limited basis. After consulting with the student's parents/guardians, teachers and other professional

staff and in accordance with applicable law, the principal shall determine whether it is in the best interest of the student to be retained for such reasons.

Adopted: November 3, 1977
Revised: June 19, 1980
Revised: August 7, 1986
Revised: December 2, 1987
Revised: July 2, 1998
Reviewed: September 2, 1999.
Revised: March 12, 2009
Revised:

LEGAL Ref.: C.R.S. 22-32-109 (1)(hh)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IK, Academic Achievement
IKA, Grading Assessment Systems
ILBA, District Program Assessments
ILBB, State Program Assessments
ILBC, Literacy and Reading Comprehension Assessments

Note 1: Pursuant to C.R.S. 23-1-119.2, the Colorado Commission of Higher Education (CCHHE) must send an annual notice concerning college preparatory courses to the parent or legal guardian of any student who takes the ACT or precollegiate exam. The notice will give a detailed description of what constitutes an inadequate score in math, writing or reading based on the CCHHE guidelines for admission to an institution of higher education. The notice will encourage students to take basic precollegiate courses while still in high school to avoid having to pay for remedial courses in college. The notice will also inform them that a student's parent or legal guardian may contact the school in which the student is enrolled and request that the school develop a plan for the student to address the coursework needed to meet CCHHE's higher education admission guidelines. The district should be prepared to develop a plan for academic remediation if requested under these circumstances.

Note 2: A summer school grant program is available to provide intensive reading, writing, or mathematics education to students entering the fifth through eighth grades who received an unsatisfactory proficiency level score in those subjects on the Colorado state assessment program. See C.R.S. 22-7-801 for more information.

Public Concerns/Complaints about Instructional Resources

The Board, though it is ultimately responsible for all curriculum and instructional materials including library books, recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the district's educational philosophy and goals.

The Board has approved principles governing the selection of all instructional materials including library books and has established policies pertaining to the selection process. However, the Board wishes to amplify its principles on the selection of books and other materials that present controversial topics or that for other reasons might be challenged.

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

1. Religion - Factual, unbiased material on all major religions has a place in school libraries.
2. Ideologies - Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material on the level of their students on various ideologies or philosophies that exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education, and other phases of life.
3. Profanity/obscenity - Materials shall be subjected to a test of literary merit ~~and reality~~ by media specialists and teachers, who will take into consideration the maturity of students and the standards of the community.

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:

1. The Board recognizes the right of an individual parent/guardian to request that his/her child not read a given book. When such a request is presented, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative materials meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and materials the Board has adopted.
2. The Board shall not permit any individual or group to exercise censorship over instructional materials and library collections, but recognizes that at times a re-evaluation of certain materials may be desirable. Should an

individual or group ask to have any book or other material withdrawn from school use:

- a. The person who objects to the book or other material shall be asked to complete and sign the Citizen's Request for Reconsideration of Instructional Materials form.
- b. Following receipt of the formal complaint, the principal will investigate the request by consulting personnel involved and will provide a rationale for the use of the materials in question to the person or group requesting reconsideration within a period of five school days. The principal also will notify in writing the learning services department of the inquiry and response.
- c. If the principal's explanation does not result in a withdrawal of the request, the principal will appoint a chair and a committee with an odd number of members composed of:
 - 1) Department chair/representative and/or library media specialist from the appropriate grade level from outside the building
 - 2) Two teachers in the building from the appropriate grade level or subject matter area
 - 3) Two teachers in the building from a different grade level or subject matter area
 - 4) Students and/or representatives from the official school parent group may be included at the discretion of the principal. One to three committee members may be selected from this group to insure an odd number of members on the committee.

To be present at any or all committee meetings at their own discretion but without a vote are:

- 1) Teacher/library media specialist involved
 - 2) Not more than two individuals or two group representatives requesting the reconsideration
 - 3) Superintendent and/or designee
- d. The reevaluation shall be based on the points offered above as well as the principles governing the selection of all instructional materials. Additionally, the Board wishes to emphasize that:
 - 1) Materials shall not be excluded because of the creator's race or nationality or political or religious views.
 - 2) The value of any book or other material shall be judged as a whole, taking into account the purpose of the material rather than individual, isolated expressions, or incidents in the work.

- e. The committee will consider and act on the request for reconsideration of materials. A written copy of the committee's decision will be provided to all parties involved.
 - f. Should the solution be unsatisfactory, interested party may appeal the decision to the Board. The Board will have all information regarding the activities and decisions which occurred prior to the appeal being heard. The Board will then review the preceding decisions before announcing its decision. The Board's decision will be transmitted in writing to all parties involved.
3. At no time during the reconsideration process shall the material in question be withdrawn.

In summary, the Board assumes final responsibility for all books and instructional materials it makes available to students. It holds its professional staff accountable for their proper selection. It recognizes rights of individual parents/guardians with respect to controversial materials used by their own children. It will provide for the re-evaluation of materials in library collections upon formal request. On the other hand, students' right to learn and the freedom of teachers to teach shall be respected.

Adopted: July 21, 1983.

Revised: January 6, 2000.

Revised: July 12, 2005.

Revised: March 21, 2007.

Revised:

CROSS REF.: IJ, Instructional Resources and Materials
IJJ, Textbook Selection and Adoption
IJL, Library Materials Selection and Adoption



BOARD OF EDUCATION WORK SESSION AGENDA ITEM 7.

BOARD MEETING OF: February 24, 2010

PREPARED BY: Administrative Cabinet

TITLE OF AGENDA ITEM: Review of Board of Education Policies – No changes recommended

BEDC-Quorum, BF-Board Work Sessions and Retreats, FBC-Prioritization of Facility Improvements, FBC-R-Prioritization of Facility Improvements, IHACA-Law-Related Education, IHAM-Health Education, IHAM-R/IHAMB-R/IHAMC-R- Exemption Procedure, IKA-Grading/Assessment Systems, IKFB-Graduation Exercises, IMA-Teaching Methods, IMBB-Exemptions from Required Instruction, IMDB Flag Displays.

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION, DESCRIPTION OF THE SITUATION, AND RECOMMENDED COURSE(S) OF ACTION:

- Administrative teams and Cabinet members reviewed all of these policies comparing them to district needs and also Colorado Association of School Board and have found that they meet the district needs at this time.

PROS/CONS AND ALTERNATIVE COURSES OF ACTION

COST OR COST ESTIMATION:

No additional cost

MOTION REQUESTED:

None

APPROVED BY: Bradley J. Schoeppey, Ed. D., Superintendent **DATE:** February 17, 2010

Quorum

No business may be conducted at a regular or special meeting unless a quorum is present. A quorum shall consist of a simple majority of those members serving on the Board.

Current practice codified: 1980.

Adopted: Date of manual adoption.

Reviewed: September 3, 1998.

Reviewed:

School Board Work Sessions and Retreats

The Board, as a decision making body, is confronted with a continuing flow of problems, issues, and needs which require action. While the Board is determined to expedite its business, it also is mindful of the importance of planning, brainstorming, and thoughtful discussion without action. Therefore, from time to time the Board may schedule work/study sessions, which shall be open to the public, in order to provide its members and the executive staff with just such opportunities. Topics for discussion and study shall be announced publicly.

Adopted: April 21, 1977.

Revised: September 1, 1977.

Revised: November 1, 1979.

Revised: September 3, 1998.

Reviewed:

LEGAL REFS.: C.R.S. 22-32-108 (5)
C.R.S. 24-6-401 *et seq.*

CROSS REF.: BEDA, Notification of Board Meetings

Prioritization of Facility Improvements

The Board recognizes that not all facility improvement needs have the same level of importance. Therefore, the Board directs the Superintendent to develop a process to prioritize the relative importance of each facility improvement need. The four following priority groups shall be used in prioritizing capital improvements:

1. Priority Group 1 – Critical projects
2. Priority Group 2 – Necessary projects
3. Priority Group 3 – Deferrable necessary projects
4. Priority Group 4 – Desirable projects

Adopted: December 11, 2008.

Reviewed:

Prioritization of Facility Improvements

Priority Group 1 – Critical Projects

This group includes those projects that are deemed to be of utmost importance. For this reason, projects in this group need to be accomplished as soon as feasible and preferably within a year, subject to the availability of funds. The following are the types of projects that are included in priority Group 1.

- Projects involving health and safety (water supply that may become contaminated, poor traffic patterns that endanger pupil safety, potential structural failures, installation of emergency systems, etc.)
- Projects mandated by law (Americans with Disabilities Act, EPA regulations, state/local health department regulations, code revisions, etc.)
- Projects necessary to avoid a building or facility being temporarily closed (leaking boiler, cracked combustion chamber in a furnace, etc.)
- Projects that are necessary to prevent other damage to a building or site (extensive roof leaks that can cause interior damage, severe erosion along foundations and footings, etc.)
- Projects which retard deterioration or which will cause an inordinate increase in scope or cost if delayed beyond one year (roof deterioration that will impact other building components such as deck, insulation, electrical, flooring, wall finishes, if not corrected, extensive deterioration in pavement that could adversely affect sub grade conditions or that creates a safety hazard if not repaired, etc.)
- Projects which provide permanent additional capacity housing for students (when current enrollment at a school is greater than 125% of permanent program capacity, permanent facilities or other alternatives for housing students should be provided unless projections indicate a declining enrollment trend)

Priority Group 2 – Necessary Projects

This group includes those projects that are essential to support the facilities' mission and purpose. Although they are important in nature, they are not as critical and urgent as those projects in Group 1. Group 2 projects should be accomplished within the next five years, subject to availability of funds. Examples include:

- Necessary preventative repairs and improvements to maintain the integrity of and keep in operation a building or facility (replacement of equipment and systems

that have served their useful life, including boilers, electrical panels, roofs, floor replacement, pavement overlay, etc.)

- Projects which provide permanent housing for students (new schools and additions required to permanently house current or projected enrollment not exceeding 125% of permanent program capacity, etc.)
- Projects which support existing instructional/auxiliary service programs (additions, renovation of open space classrooms, acoustical treatment in instructional areas, renovation of older schools to meet current or projected enrollment not exceeding 125% of permanent program capacity, etc.)
- Projects which support the expansion of or changes in instructional/auxiliary service programs (computer classrooms, modular technical education laboratories and similar improvements)
- Projects which provide operational efficiencies and economies (energy conservation projects, pavement sealing/overlays, ditch water irrigation systems, HVAC control automation and automated irrigation systems, and projects that provide a substantial cost avoidance or return on investment)

A large number of capital improvement needs are usually identified as Group 2 priorities. Therefore this priority group is divided into six sub-groups as follows:

Priority Group 2A

Necessary repairs and improvements to maintain the safety and integrity of the building and avoid imminent failure of a building system that would cause the facility to be shut down and/or result in a substantial loss (roof replacement, boiler replacement, heating pipe and domestic water pipe replacement, etc.)

Priority Group 2B

Projects required to house students in permanent facilities on a regular single track schedule (new schools or additions to existing schools where the projected five year future enrollment, based on the most current enrollment projection report, exceeds the permanent program capacity by 20% or more)

Priority Group 2C

Projects which support existing instructional/auxiliary service programs and will provide a substantial return on investment, including acoustical improvements, renovation of classroom facilities and renovation/upgrade of facilities 35 years old and older that have had no major remodeling during the last the years, including mechanical, electrical, core facility and flooring improvements as required.

Priority Group 2D

Projects which support existing instructional/auxiliary service programs, renovation/upgrade of facilities 30 years old and older that have had no major remodeling during the last ten years and site improvement projects required to provide safe and functional site facilities, including mechanical, electrical, core facility and flooring improvements as required.

Priority Group 2E

Projects which support existing instructional/auxiliary service programs, renovation/upgrade of facilities 25 years old and older that have had no major improvements during the last ten years, including mechanical, electrical, core facility and flooring improvements as required.

Priority Group 2F

Necessary maintenance or repairs to maintain the site facilities (pavement, drainage and other projects which provide operational efficiencies and economies (and projects that support the expansion of instructional/auxiliary service programs (computer labs, modular technical education laboratories, etc.)

Priority Group 3 – Deferrable Necessary Projects

Projects in this group are identical to those in Group 2 except they may be deferred beyond five years.

Priority Group 4 – Desirable Projects

Desirable projects are those that improve the environmental qualities of a building or site above adopted district standards (installation of plantings and shrubs, carpet replacement for esthetic reasons, etc.)

Site principals will be given the ability to adjust items within priority groups 3 and 4 as it directly affects their sites.

Adopted: December 11, 2008

Reviewed:

Law-Related Education

The Board of Education recognizes the importance of a law-related education program to enhance student awareness about the law, the legal system, and the fundamental principles and values upon which our constitutional democracy is based. Other goals of the program shall be to promote responsible citizenship and encourage students to resist antisocial gang behavior and substance abuse.

The program shall include relevant curriculum materials, interactive teaching strategies, and extensive use of community resource persons and expertise. The topics of instruction shall include the following:

1. Rights and responsibility of citizenship.
2. Foundations and principles of American constitutional democracy.
3. Role of law in American society.
4. Organization and purpose of legal and political systems.
5. Disposition to abide by law.
6. Opportunities for responsible participation.
7. Alternative dispute resolution including mediation and conflict resolution.

District personnel may prepare an annual report concerning the progress of the district in implementing law-related education. The report, if prepared, shall include an analysis of the effect of the law-related education program on the incidence of gang involvement and substance abuse by the students in the district.

The district shall provide opportunities for training instructors and administrators in gang awareness and substance abuse education in order to provide effective instruction to students concerning the dangers of gang involvement and substance abuse by the students in the district.

Adopted: September 2, 1999.

Reviewed:

LEGAL REF.: C.R.S. 22-25-104.5 ([Law-related education program-creation](#))

Health Education

The Board is committed to a comprehensive health education and health service program as an integral part of each student's general education. The health education program should emphasize a contemporary approach to health information and the skills and knowledge necessary for students to understand and appreciate the functioning and proper care of the human body.

In addition, the student shall be presented with information regarding complex social, physical, and mental health problems which will be encountered in society. In health education, students should examine the potential health hazards of social, physical, and mental situations which exist in the broad school-community environment and learn to make intelligent, viable choices on alternatives of serious personal consequence.

The Board believes that the greatest opportunity for effective health education lies within the public schools because of the opportunity to reach almost all children at an age where positive, lifelong health habits may be engendered and the availability of qualified personnel to conduct health education programs and health services. Good health is a dynamic, not a static, quality and therefore depends upon continuous, lifelong attention to scientific advances and acquisition of new knowledge.

In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units, and materials shall apply to any comprehensive health education courses offered by the district:

1. Instructional materials to be used in comprehensive health education courses shall be available for inspection by the public during school hours. A public meeting shall be scheduled to receive public comments.
2. Parents/guardians of all students shall be notified that such courses have been scheduled and that they may request that their child be exempt without penalty from a specific portion of the comprehensive health program on the grounds that it is contrary to their religious beliefs. If the request for the exemption is from a specific portion of the health education curriculum that concerns human sexuality, no reason must be given by the parent/guardian when requesting the exemption.
3. The notice to parents shall include a detailed, substantive outline of the topics and materials to be presented in the portion of the planned curriculum that concerns human sexuality.

4. The Board shall approve an exemption procedure. If a student is granted an exemption, an alternate educational assignment shall be arranged.
5. Teachers who provide instruction in comprehensive health education shall have professional preparation in the subject area, either at the preservice or inservice level.

Adopted: November 3, 1977.

Revised to conform with practice: date of manual revision.

Revised: September 2, 1999.

Revised: July 10, 2003.

Revised: September 2, 2004.

Reviewed:

- LEGAL REFS.: 20 U.S.C. 7906 (*prohibition against the use of Title I Funds to operate a program of contraception in the schools contained in the No Child Left Behind Act of 2001*)
C.R.S. 22-1-110.5 (*districts required to provide exemption at written request of parent when planned curriculum includes discussion or instruction concerning human sexuality*)
C.R.S. 22-25-105 (*review of local comprehensive health education programs and dlocal student wellness programs-allocation of funds by the state board of education*)
C.R.S. 22-25-106 (4) (*local comprehensive health education programs-local student wellness programs-establishment of comprehensive health education advisory councils*)
C.R.S. 22-25-110 (2) (*funding of existing programs-operation of other health education programs*)

- CROSS REFS.: IGA, Curriculum Development
IGD, Curriculum Adoption
IHACA, Law-Related Education
IHAMB, Family Life/Sex Education
JLC, Student Health Services and Requirements, and subcodes

Exemption Procedure

1. Exemption will be granted from a specific portion of the Health Education, Family Life/Sex Education, and/or HIV/AIDS Education curriculum on the grounds that the material taught is contrary to the religious beliefs and teachings of the student or the student's parent/guardian. If the request for the exemption is from a specific portion of the health education curriculum that concerns human sexuality, no reason must be given by the parent/guardian when requesting the exemption.
2. A request for exemption must be submitted in writing to the principal at least 10 school days in advance of instruction in that portion of the curriculum for which the exemption is requested.
3. The principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.
4. The principal or teacher will inform the parent/guardian of disposition of the request within 3 school days of receipt of the request.

Student: _____ Grade: _____

Exemption requested for:

- _____ Health Education curriculum
_____ Family Life/Sex Education curriculum
_____ HIV/AIDS Education curriculum

Reason: _____

Parent: _____ Telephone: _____

Parent's Signature: _____ Date: _____

Adopted: September 3, 1998.

Revised: September 2, 1999.

Revised: September 2, 2004.

Reviewed: .

Grading/Assessment Systems

It is the philosophy of the Board that students will respond more positively to the opportunity for success than to the threat of failure. The district shall seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes of evaluating student performance.

Classroom assessment practices shall be aligned with the district's content standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress, and improve their learning. Peer grading of student assignments and classroom assessments is permissible. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow pupils.

Grading system

The administration and professional staff shall devise a grading or assessment system for evaluating and recording student progress and to measure student performance in conjunction with Board-adopted content standards. The records and reports of individual students shall be kept in a form which will be meaningful to parents as well as teachers. The grading/assessment system shall be uniform districtwide at comparable grade levels.

The Board shall approve the grading, reporting, and assessment systems as developed by the faculty, upon recommendation of the superintendent.

The Board recognizes that any grading and/or assessment system, however effective, is subjective in nature, but urges all faculty members to conduct student evaluations as objectively as possible.

Adopted: September 2, 1999.

Revised: July 12, 2001.

Revised: July 11, 2002.

Reviewed:

LEGAL REFS.: C.R.S. 22-7-407 (*district content standards*)

CROSS REFS.: AEA, Standards-based Education.

IA, Instructional Goals and Learning Objectives.
IL, Evaluation of Instructional Programs, and subcodes.
JRA/JRC, Student Records/Release of Information on Students

Graduation Exercises

Because the Board of Education believes that completion of the requirements for a diploma is an achievement that deserves recognition, the Board wishes to recognize each graduating senior's accomplishment in a publicly-celebrated graduation exercise.

High schools shall plan their own graduation exercises with the faculty and senior class working together. Although senior class members may be asked to pay fees to defray graduation expenses, no student shall be barred from participating in the exercises because of inability to pay the fees.

The program for graduation exercises shall be secular in nature. The program shall not include any school-sponsored prayers or other religious activities.

Baccalaureate services

Groups composed of interested students and their families may plan and organize baccalaureate services that are religious in nature. However, the school district shall not be identified, explicitly or implicitly, as sponsoring or endorsing such services. Attendance at such services shall be entirely voluntary with students and school personnel acting as private individuals.

School district funds, including paid staff time, shall not be used for baccalaureate services. Groups planning baccalaureate services may rent and use school facilities under the same terms, conditions, and rates prescribed by the district for other comparable student activities.

Adopted: November 21, 1991.

Revised: August 10, 2000.

Revised: July 10, 2003.

Reviewed:

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

CROSS REF.: KF, Community Use of School Facilities

Teaching Methods

It is the desire of the Board that the best available strategies and methods for bringing about learning be utilized in the district's schools. The instructional staff shall be expected to keep abreast of new and more promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the district's schools.

An educational climate shall be established which shall be conducive to rational thought, free inquiry, and respect for the dignity of the individual. Students shall be taught how to think rather than what to think and shall be provided the opportunity to identify, express, and defend their opinions without penalty or fear of reprisal or ridicule.

Strategies and methods shall focus on the personalization of learning including appraisal of individual learning styles, abilities and disabilities; assessment of individual learning needs; and development, implementation, and evaluation of individual learning programs.

The Board recognizes that on occasion a teaching method or strategy may be utilized which some parents/guardians may find objectionable. Parents/guardians are encouraged to discuss their concerns with the classroom teacher at the beginning of the school year or any other appropriate time.

Learning alternatives may be provided when a student's parent/guardian determines that the student should not be exposed to the assigned methods, activities, or presentations.

Nothing in this policy shall limit a parent/guardian's right to file a complaint to challenge the use of a teaching method, activity, or presentation.

Adopted: September 2, 1999.

Reviewed:

LEGAL REF.: C.R.S. 22-32-109.2 ([Board of education-specific duties-adoption of policy](#))

CROSS REFS.: IMBB, Exemptions from Required Instruction
KEF, Public Concerns/Complaints about Teaching Methods,
Activities or Presentations

Exemptions from Required Instruction

If the religious belief and teachings of a student or parents/guardian are contrary to the content of a school subject or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent/guardian must present a written request for exemption to the school principal, stating the conflict involved.

If a student is unable to participate in a physical education class, the student must present to the school principal a statement from a physician stating the reason for the inability to participate.

Exemptions from required instruction do not excuse a student from the total semester hours required for graduation.

Current practice codified: 1980.

Adopted: date of manual adoption.

Revised: September 2, 1999.

Revised: July 10, 2003.

Reviewed:

LEGAL REFS.: C.R.S. 22-25-106 (4) *(Local comprehensive health education programs-local student wellness programs-establishment of comprehensive health education advisory councils.)*
C.R.S. 22-25-110 *(Funding of existing programs-operation of other health education programs)*

CROSS REFS.: ACD, Commitment to Religious Neutrality
IHAM, Health Education
IHAMB, Family Life/Sex Education

Flag Displays

The superintendent or building principal shall see that the United States flag is prominently and permanently displayed in each academic classroom when classes are in session. The flag displayed shall measure no less than either 12 x 18 inches if in a frame or 2 x 3 feet if on a flagstaff.

The United States and Colorado flags shall be displayed on a flagpole on the administration building or on the administration building grounds at all times during days while school is in session except during inclement weather. The flag displayed shall measure no less than 3 x 5 feet in size.

Traditional customs and practices of displaying the flags of the United States and of Colorado shall be observed. Flags shall be handled with respect at all times.

The United States flag or any depiction or representation of the flag displayed for public views and permanently attached to any part of school buildings or grounds shall conform with federal laws regarding flag displays and use. However, temporary displays of instructional or historical materials or student work products used as part of a lesson that includes the flag shall be allowed even if they do not conform with federal law as long as they are not permanently affixed or attached.

Individuals shall have the right to reasonably display the flag of the United States on their own person or personal property as long as such display does not disrupt the educational process or cause a safety concern.

Adopted: September 2, 1999.

Revised: August 14, 2003. (*emergency*)

Revised: September 4, 2003.

Reviewed:

LEGAL REFS.: C.R.S. 22-32-109 (1)(s) (*flag displays at administration buildings*)
C.R.S. 27-2-108 (2)(c)(3) and (4) (*duty to display U.S. flag in classrooms*)
C.R.S. 27-2-108.5 (*personal display of flag*)
4 U.S.C. Section 7 (*position and manner of display*)

CROSS REF.: JICA, Student Dress Code

