



10850 East Woodmen Road • Falcon, CO 80831  
Tel: 719-495-3601 • Fax: 719-495-0832

**Mission Statement**

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

**AGENDA**

**REGULAR BOARD OF EDUCATION MEETING**

**September 12, 2013**

**6:30 p.m.**

**Education Services Center – Board Room**

**1.00 Call to Order and Roll Call**

**2.00 Welcome and Pledge of Allegiance**

**3.00 Approval of Agenda**

**4.00 Consent Agenda**

- 4.01 Approval of August Financial Update
- 4.02 Approval of Matters Relating to Administrative Personnel
- 4.03 Approval of Matters Relating to Licensed Personnel
- 4.04 Approval of Matters Relating to Educational Support Personnel
- 4.05 Approval of Matters Relating to Schedule B Personnel
- 4.06 Approval of Minutes of Regular Board of Education Meeting 08/08/2013 and Special Board of Education Meeting 08/28/2013

**5.00 Board Update**

- 5.01 Chief Officer Update

**6.00 Open Forum**

**7.00 Action Items**

- 7.01 Approval of Board of Education Meetings Dates for 2014
- 7.02 Approval of 2013-2014 MOU with American Red Cross
- 7.03 Approval of Resolution for Constitution Day – 9/17/13
- 7.04 Approval of DAAC Membership
- 7.05 Approval of Policy Revisions: JIC, Student Conduct; JICA, Student Dress Code; JICC, Student conduct in School Vehicles; JICDA, Code of Conduct; JICDD, Violent and Aggressive Behavior; JICH and regulation JICH-R, Drug and Alcohol Involvement by Students; JICI, Weapons in School; JIH, Student Interviews, Interrogations, Searches and Arrests; JK and regulation JK-R, Student Discipline; JKBA and JKBA-R, Disciplinary Removal from Classroom; JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions); JKG, Expulsion Prevention; and JS, Student Use of the Internet and Electronic Communications
- 7.06 Approval of Policy Revision: JICJ , Use of Electronic Communication Devices
- 7.07 Chief Officer Review Process
- 7.08 Items Removed from Consent Agenda

**8:00 Information Items**

- 8.01 Preliminary Enrollment Update
- 8.02 Bond Refinance Results
- 8.03 Educating Children of Color Summit
- 8.04 Colorado Digital BOCES/STEM Update
- 8.05 T-CAP Results
- 8.06 Student Study Trips
- 8.07 Expulsion/Suspension Information

**9.00 Discussion Items**

- 9.01 Revision of Policies JJJ and JJJ-R, Extracurricular Activity Eligibility
- 9.02 Policy for Guest Users

**10.00 Other Business**

**11.00 Adjournment**

DATE OF POSTING: September 9, 2013

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Donna Teubner  
Executive Assistant to Board of Education  
and Personnel Director



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and Personnel Director



## **BOARD OF EDUCATION AGENDA ITEM 4.01**

<b>BOARD MEETING OF:</b>	September 12, 2103
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer
<b>TITLE OF AGENDA ITEM:</b>	August 2013 Monthly Financial Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent Agenda – Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Report to the Board of Education the performance of actual revenues and expenditures versus budgeted revenues and expenditures in all funds with comparison to prior year. Reference the first attached spreadsheet: the first column is the list of each fund the District has. The 2013-2014 columns start with the approved budget for the entire year compared to revenues and expenditures through August. Percentages over 100% on a revenue line are good in that we received more revenue than was anticipated. If any of the expenditure lines were higher than the percentage of year concluded, that fund could be an area of possible concern depending upon why it was high.

The 2013-2014 year-end fund balance columns are required by statute. This is showing you the budgeted and anticipated end-of-year fund balance. The 2012-2013 columns are the prior year's total budget and the actual through August 2013. These amounts are provided for comparison to the current year amounts.

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

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

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No *X*      **AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

I move to approve the August 2013 monthly financial update of all funds as presented.

**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** September 4, 2013



## BOARD OF EDUCATION AGENDA ITEM 4.02

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Kim Steeves, Professional Staff Liaison
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Administrative and/or Professional Technical Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent - Action

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

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

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

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

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

**FUNDING REQUIRED:** Yes X No \_\_\_\_

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Approve consent agenda in accordance with Board of Education approved salary tables

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

**DATE:** August 30, 2013



### **BOARD OF EDUCATION AGENDA ITEM 4.03**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Kim Steeves, Professional Staff Liaison
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Licensed Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent - Action

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

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

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

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

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

**FUNDING REQUIRED:** Yes X No \_\_\_\_

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Approve consent agenda in accordance with Board of Education approved salary tables.

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

**DATE:** August 30, 2013



## **BOARD OF EDUCATION AGENDA ITEM 4.04**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Lisa Hines, Educational Support Staff Liaison
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Educational Support Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent - Action

### **BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

- To gain Board of Education approval for personnel changes

### **RATIONALE:**

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

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

### **RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

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

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

**DATE:** September 3, 2013





## **BOARD OF EDUCATION AGENDA ITEM 4.05**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Susan Junkins, HR Specialist
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Schedule B Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent - Action

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

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

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

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

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

**FUNDING REQUIRED:** Yes X No \_\_\_\_

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Approve consent agenda in accordance with Board of Education approved salary tables.

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

**DATE:** September 4, 2013



**BOARD OF EDUCATION AGENDA ITEM 4.06**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Donna Teubner
<b>TITLE OF AGENDA ITEM:</b>	Approval of Minutes of Regular Board of Education Meeting 08/08/2013 and Special Board of Education Meeting 08/28/2013
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent Agenda

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

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

**FUNDING REQUIRED:** Yes No X

**AMOUNT BUDGETED:**

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

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** August 30, 2013



September, 2013

## Overview

With schools open and operating, you will notice a sharp increase in the activities in this report. As you know, we are managing some major personnel and organizational changes this year, so you can expect to see additional full reports into the future.

	Ongoing	Upcoming
Learning Services	<p><b><u>School Improvement</u></b></p> <p>The Colorado Department of Education recently released District and School Performance Frameworks, which provide ratings for districts and schools across the state based on Academic Achievement, Growth, Growth Gaps and Postsecondary Workforce Readiness. Falcon School District received an “Accredited” rating from the state which is one rating below the most prestigious rating “Accredited with Distinction”. Each school also receives a rating, which determines the Unified Improvement Plan type. Falcon Virtual Academy is to be commended for their improvement, growing from Priority Improvement Plan status, to Performance Plan status. Schools that have shown a decrease in academic achievement and growth are currently being identified and targeted for additional District resources and support.</p> <p>Alternative Education Campuses (AECs) in the state of Colorado are measured for school accreditation based on alternative measures and indicators. We are currently working on developing new and more accurate accountability measures for both GOAL Academy and Patriot Learning Center, which meet or exceed the state expectations for AEC’s. AECs are measured on Academic Achievement, Academic Growth, Student Engagement and Postsecondary Workforce Readiness.</p> <p>Work is continuing on our District “Big Rocks”. On August 19<sup>th</sup>, District Leaders shared the work that the “Rock” committees had proposed for specific timelines, benchmarks and key performance indicators. Five sub-committees have been meeting to develop implementation plans for each of the rocks.</p>	<p><b><u>Professional Development</u></b></p> <p>In an effort to bring our District’s professional development program into the 21<sup>st</sup> century, we have begun a strategic and intentional effort to digitalize our professional development offerings. Over the next several months, we will be meeting with teachers and leaders to provide training in using current technology tools to record and share professional development offerings across zones and schools. We are currently research Learning Managing Systems (LMS) that would provide a warehouse for professional learning courses and resources.</p>

Curriculum, Instruction and Assessment

On August 22, building leaders participated in a customized training, "Making Scantron Work for You." The class provided information on how to utilize the numerous Scantron reporting options to examine student data from the beginning of the year Performance Series Assessment. These data reports can be instrumental in developing instructional goals to enhance and support student achievement and measure teacher effectiveness throughout the year. Elementary teachers throughout the district have completed the state mandated beginning-of-the-year reading assessment utilizing their new ipads and the internet based reading assessment platform, *Amplify*. This new assessment system is a component of the Early Literacy Grant awarded to D49 to support implementation of the new READ Act. A second Amplify trainer-of-trainer class will be held on September 20<sup>th</sup> to continue to provide building-level support with learning and using the new *Amplify* software. Elementary principals will participate in an *Amplify* Administrator training on September 26<sup>th</sup> to gain a better understanding on effectively leading and guiding a building through READ Act implementation.

A second-level Scantron training is scheduled for September 30<sup>th</sup> and October 1<sup>st</sup> to support zone and building leaders in learning how to develop customized formative assessments to measure students' level of mastery of essential skills after completing an instructional unit or at the culmination of a quarter.



Grants

Falcon School District was recently awarded a one-year, \$175,000 Healthy Schools Colorado grant from RMC Health, CDE and Colorado Health Foundation, which will provide funding to promote health, wellness, physical activity and nutrition in all 17 D49 coordinated schools. Each school will be led by a school-designated Consolidated School Health team that will implement School Health Improvement Plans, designed by school teams around nutrition and one other component of coordinated school health —health, wellness, physical activity—of their choosing. The grant will fund a one-year project coordinator, funds for each school, stipends for school co-leaders, professional development, training, supplies and other direct costs. Specifically the goal of the HSC grant is to support Coordinated School Health (in compliance with HBOB-1224) with a focus on 1) Increasing the number of children and adults who engage in moderate or vigorous physical activity; 2) Increase the number of children and adults who eat adequate amounts of fruits and vegetables; 3) Increase the number of children who receive healthy meals at school and have access to healthy food and drinks in vending machines. This pilot was successfully implemented at five district schools over the last few years through a grant from the Pikes Peak Region Healthier Schools initiative.



	Ongoing	Upcoming
Communications	<p>Preparation and planning are underway for the new Big Rocks Report, an internal newsletter to be shared with staff every Monday. This is a way for district leadership to connect with staff members, fostering relationships that rebuild trust within the organization, as well as creating a great place to learn, work and lead. The Big Rocks Report will highlight awards, achievements and accolades district-wide each week, and explain how they support the district's key initiatives.</p>	<p>Final production on the district's strategic plan video and associated messaging, will be launched at the Sept. board meeting, with communications to staff first, and then the broader community. This will be a foundation on which the district will build relationships with the community, and supports community engagement and building trust, as the district introduces and explains the strategic plan and key initiatives.</p>
	<p>Research and plan development continue for creating a volunteer program. The goal is to more strategically engage our community volunteers, and create additional layers of safety and accountability. Communications is heading the program, with support from safety and human resources.</p>	<p>We will launch the Community Ad Network on our district and school websites. This is an opportunity for businesses to reach our District 49 community, and help to support the district financially. All ads are approved by the PIO before they are permitted on any sites, and the money raised will enhance the district's communications program, enabling better community engagement. The program also allows the district to responsibly bring in additional revenue, supporting the building trust as responsible stewards of taxpayer dollars.</p>
	<p>A process is underway for posting a backlog of BOE meeting video on the district's Vimeo site. We have set a new procedure to offer accountability to our community. Beginning with the Sept. board meeting, all action meetings will be available for viewing online prior to the subsequent work session. This will offer a major trust-builder with our community members, and allow for more engagement with the community, for those who cannot attend meetings.</p> <p>First meeting with the district's Key Communicator group – this network of representatives from each school helps the communications team know about happenings within our buildings – allowing us to invite media, gather content for newsletters, and share our successes and achievements.</p>	<p>Media opportunities for Constitution Day and technology features are on the horizon.</p>



	Ongoing	Upcoming
Technology	<p>Assisted staff with iPads and cart setup at VRHS, EES, RVES, SMS</p> <p>Installed 7 Smartboard Netbook and Responders software for new teachers.</p> <p>As a member of Committee for IT Company review, we completed the review of contract with CCS.</p> <p>Attended the part of a day long EdmodoCom, webinar on Edmodo and their latest software updates.</p> <p>WAN Committee met with FBB for completion briefing and status of our new WAN.</p> <p>Attended Parent night for briefing on students and iPads – MRES, WHES, and SMS</p> <p>Conducted a conference call with Google and CCS over our Active Directory (AD) and importing in to Google for Gmail and Google Docs.</p> <p>Diane and John attended a Webinar on Site Readiness for the 2013 Fall Field Test. The information they covered was great. We arranged for CCS to attend a second Webinar.</p> <p>We now have the lists of D49 schools and testing windows for ES and MS / HS. We will try to coordinate so no more than one school in each Zone is testing a one time.</p> <p>Met with Katherine E. Hochevar, Data and Reporting Analyst to discuss the computer specifications and testing setup for the Cogat testing. All testing computers already meet the minimum specs for testing.</p>	<p>CCS staff and John will attend a repeat of the Site Readiness for the 2013 Fall Field Test webinar. The webinar answered most of CCS's setup questions. CDE and Pearson have made numerous changes to TestNav software. These changes seem to fix earlier issues.</p>

	Ongoing	Upcoming
District Counselor	<p>Several buildings needed refresher training and personal assistance with 504 issues and plan development. All active 504 plans are to be in Alpine Achievement no later than Fall Break</p> <p>Each zone has assigned an Rtl Coordinator and the first district Rtl meeting will be held on Thursday, 9/12. At this meeting we will review the Rtl Implementation Rubrics provided by CDE.</p> <p>Monthly District Counselor meetings have begun with the first ones scheduled for 9/4 for Secondary Counselors and 9/12 for Elementary Counselors.</p> <p>District Course Catalogs and student transcripts have been uploaded into CollegeinColorado to prepare for ICAP completion.</p> <p>The district Climate Survey Committee is preparing for the roll out of the October survey.</p> <p>I am compiling the data over the last two years in regard to child abuse reporting and suicide and threat assessment completion.</p> <p>Nikki Lester and I met in regard to Concurrent Enrollment and Ascent policies and procedures from other districts. It was determined that we need to clean up our Concurrent Enrollment policies and procedures before considering implementing an Ascent program in the district.</p>	<p>In November, I will be conducting a 504 audit to ensure that plans are in the system and meet federal/state requirements.</p> <p>Information will be gathered from each zone/building in regard to where they fall on the Rtl Implementation Rubric to determine the next steps.</p> <p>Procedures regarding transfer students and transcript interpretation will be developed. Professional development on cutting, suicide prevention and the teenage brain will be set up.</p> <p>I will be meeting with zone leaders/secondary principals in regard to ICAP implementation needs.</p> <p>Elementary school students will be completing the survey for the first time in October and a parent component will be added as well.</p> <p>I will be creating a database to track trends in an effort to make the mandatory data collection more useful.</p> <p>Nikki Lester will be meeting with Pikes Peak Community College in regard to our Cooperative Agreement. Concurrent Enrollment policies will be updated and presented to the BOE for approval. Procedures will be developed in regard to Concurrent Enrollment, to include detailed steps and common district forms.</p>





	Ongoing	Upcoming
Safety and Security	<p>New Security vehicle for increased visibility and patrols throughout District should be delivered sometime toward the end of September, with a target date of 20 September.</p> <p>Continue to evaluate CASB Policies and D49 Policies to ensure compliance.</p> <p>Conducting Crisis Prevention Institute (CPI) training to all zones. CPI is a de-escalation training that applies a verbal intervention, as well as a physical component to protect oneself from various forms of physical abuse.</p> <p>Acquiring 5 new AED's to be employed in the District; one unit will be permanently assigned to the District Safety and Emergency vehicle.</p> <p>Mr. Watson receives all Safe 2 Tell reports. He collaborates with school administration and emergency service agencies in the investigation into the reports.</p> <p>Mr. Watson Designed a uniform shirt to be worn by all D49 Security officers. Each Officer will be assigned 5 polo shirts with the District badge embroidered on the front, and the word security across the back.</p> <p>D49 Security Officers participated in a 3 day training that took place right before school started. Topics included, but not limited to, School Law, Search Procedures, Gangs and Drug Awareness classes, High School tours, and live role play scenarios utilizing Cadets from the El Paso County Sheriff's Office.</p> <p>Continuing efforts to improve the Districts' Emergency Communication system. Hand held radios in the District are being relied on more often, and by more people, to include classroom teachers. New radios will be purchased.</p> <p>Stand Up Speak Out was a success. Participants who attended had a great time and showed great support for the event.</p> <p>We have added SWAT numbering to all our HS classrooms and are in the process of adding SWAT numbers to our MS Classrooms. This will allow for rapid identification and communication in case of any building crisis where first responders need to identify specific rooms.</p>	<p>Mr. Watson is in the final stages of drafting two separate models for a discipline/ response continuum to be used as a guide for school administrators.</p> <p>Meeting with several schools PTA's to discuss school safety and to collaborate with topics that include school safety, after school building use, etc.</p> <p>Mr. Watson will be initiating a background check process for our Watchdog Dad volunteers throughout the District. The backgrounds will require a signature sign off by the volunteers, submitting to such check.</p> <p>Collaborating with Falcon Zone and the El Paso County Sheriff's Office to continue our request for a cross walk in front of Falcon Middle School.</p> <p>Mr. Watson, along with Colorado Springs Police. District Transportation and Admin from Vista Ridge High School, developed a comprehensive traffic flow plan to ease traffic concerns the High School. The new traffic plan is designed to have less parent traffic sitting idle in the roadways.</p>

	Ongoing	Upcoming
CEO	<p>August has been a full month, with the majority of my time being in site visits and meetings with school and district leaders. One of the immediate challenges as the school year starts is that the demands of zone and building leadership pull administrators into individual responsibilities and away from unified district leadership.</p> <p>To combat isolation and preserve our unified leadership approach, we held a meeting of the entire education office leadership team to follow up on our strategic initiatives. The team will be meeting regularly to manage the district-zone responsibilities, and keep our common focus on the strategic plan.</p> <p>I worked with the communications department on a video and written explanation of the strategic “big rocks.” You can see more detail in the communications part of this report.</p>	<p>The Education Leadership Team will meet three more times before semester break.</p> <p>I will be attending the new superintendent’s workshop at CDE on Friday, September 6. I am also scheduled for upcoming CASB and CASE workshops in the coming months. I am not planning to attend any conferences out of state this year.</p>

Special Services

- Staff development training for all special education teachers and itinerants – ELD/SLD collaboration, new CDE Eligibility requirements, PLC time
- SEAC (Special Education Advisory Council) Social was a success on Sept. 23rd at Springs Ranch Elementary School, look for upcoming newsletter
- Participated in trainings and District level meetings to address improved progress monitoring and professional development resources such as AimsWeb, Scantron and TeachScape
- SEAC Executive Planning Meeting (agenda setting)
- Consultations with CDE consultants related to the Continuous Improvement Monitoring Process (CIMP SPED audit) September site visit
- Consultations with CDE consultants related to CDE provided training
- BOCES Deaf & Hard-of-Hearing program meeting with the PPBOCES Executive Director and DHH teachers – focused on staffing needs
- Director Designee (Mental Health Team) Team meetings
- Motor Team meeting
- Speech Pathology Team meeting
- Consultation with TICA related to a transfer student involved with an OCR complaint – successfully resolved
- Meeting with the new GOAL Academy Special Education Coordinator
- SWAAAC Team meeting
- Early Childhood Leadership meeting
- Consultation meeting with the Woodmen Hills and Springs Ranch teams addressing a Corrective Action Plan for a State Complaint
- AIMSweb meeting with Amber
- Consultation meeting with RMCA administration related to a parent concern – successfully resolved
- Consultation meeting with the Medicaid Coordinator
- Strategic Planning Meeting organized by Martina Meadows
- Charter application meeting organized by Kim McClelland
- Special Services Department Lead meeting
- Meeting with HR (Paul Anderson) and the District PT Assistant – addressed pay equity issues
- Special Services Administrative Team meeting



Human Resources

Several process improvement initiatives are underway in HR, including:

- New hire materials (quality and consistency)
- Exit interview (revised feedback tool, consistent distribution process)
- Internal investigations process (refine and document to reflect current practice)
- Annual HR calendar (develop and communicate a comprehensive schedule for personnel related matters – evaluations, staffing, renewals/non-renewals, job description review and submission, etc.)

Paul Andersen, personnel director, attended the Colorado State Society for Human Resource Management (COSHRM) conference in Keystone, CO. Held every two years, this conference provides opportunities for networking and professional development across the HR spectrum.

In August, the Facilities and Maintenance department facilitated a reconfiguration of the main reception area space. The first of two phases, this change is intended to improve the security of the ESC by limiting access through the reception area. A second phase, yet to be scheduled, will add a vestibule to the front of the building to improve climate control.

The HR office has initiated an OCD (organize, clean and declutter) campaign. Loosely based in Lean office theory, the HR team is working to repurpose, consolidate, eliminate, delete or trash unneeded files, equipment, furniture and the like.

Paul Andersen, personnel director, will facilitate a learning discussion on the topic of “Leadership Ethics in Practice” at the Sand Creek Zone leadership institute in September.

An ethics-training course is tentatively scheduled for October 22, 2013. Twenty-five of the district’s top leaders will attend this on-site training. Mountain States Employers Council will facilitate this course.

	Ongoing	Upcoming
iConnect Zone	<p>Kim</p> <ul style="list-style-type: none"> <li>• Been in the process of new charter application reviews using the new system CHART provided by CSS. Valiant Academy( K-12) and Adventures in Learning Career Academies (6-12) .</li> <li>• Working with bringing GOAL Academy on board and collaborating on their AEC measures moving forward for next year.</li> <li>• Met with iConnect Zone stakeholders and LRP committee members on the priorities of the zone for needs with capital and operational spends.</li> <li>• Attended Scantron training with district administrators.</li> </ul>	
	<p>FVA</p> <ul style="list-style-type: none"> <li>• Held a celebration meeting with all staff to celebrate moving from a Priority Improvement rating to a Performance rating.</li> <li>• Held a visit from Caroline Vander Ark from Gettingsmart.com</li> <li>• Has had some well attended beginning of the year ice cream socials</li> </ul>	
	<p>PLC</p> <ol style="list-style-type: none"> <li>1. We are putting up a new Mural in the gym. "Shoot for the Stars"</li> <li>2. PURSUE is a new health education program put on by Education for a Lifetime. It educates students with regards to healthy relationships and makes resources available.</li> <li>3. Staff vs. Student Kickball Tournament is coming up Sept. 10</li> <li>4. Middle School will be serving at the Marion House's Soup Kitchen on Sept. 13th</li> <li>5. High School will be touring the Olympic Training Center on Sept. 20th</li> <li>6. Strengthening Families Training with DHS (Title 1) is coming up on Sept. 27th</li> <li>7. Bloomboard Training for staff is coming up Sept. 27</li> </ol>	

REPORT OF THE CHIEF EDUCATION OFFICER  
SUBMITTED BY PETER HILTS TO THE FALCON SCHOOL DISTRICT 49 BOARD OF EDUCATION



<p>FHP</p> <ul style="list-style-type: none"> <li>For the 2013-2014 school year, the Falcon Homeschool Program has divided its offering to include an academic component for secondary students in addition to its enrichment opportunities for K – 8th graders.</li> </ul>	
<p>iConnect Solutions( Online in the rest of the district with original credit and credit recovery)</p> <p><u>FHS</u> OC – 36 students CR – 8 students Total Students – 44 Total Courses – 45</p> <p><u>SCHS</u> OC – 94 students CR – 28 students Total Students – 122 Total Courses – 127</p> <p><u>VRHS</u> OC – 407 CR – 39 Total Students – 447 Total Courses – 569</p> <p>Total High School Students – 613 Total High School Courses - 741</p> <p><u>FMS</u> 5 students taking 5 courses (4 courses are HS courses)</p> <p><u>HMS</u> 4 students taking 10 courses (all MS courses)</p> <p><u>IIR</u> 7 students taking 11 courses (all MS courses)</p> <p>Total Middle School Students – 16 Total Middle School Courses - 26</p> <p>Total HS + MS Students – 629 Total HS + MS Courses – 767</p>	

<p>RMCA</p> <p>Coming up soon at RMCA we are having our annual Knights 5K Challenge as a fundraising activity. The 5K is scheduled for September 28<sup>th</sup> at Stetson Park from 9-1pm with a family picnic after. Please feel free to come and participate!!</p> <p>~ We also launched our new website for RMCA!!! The teachers are in process of developing their own web pages to further communicate and connect with our families about events (academic and fun) within the classrooms.</p> <p>~ September 5<sup>th</sup> at the elementary campus we are having a “Wear your favorite NFL Jersey” Spirit day!</p> <p>~ The elementary campus is also starting a school wide PBIS program that is aligned with our character education program this year. We are using “caught being good” cards to reinforce the character trait of the month and rewarding students on a variety of levels.</p> <p>~ We are also planning a “open house” for our families on Sept 17<sup>th</sup> from 5-7pm where families can come eat dinner at the school, and spend some time in the classroom with their child(ren) participating in a Core Knowledge activity from a the current unit of study.</p>	
<p>PPSEL</p> <p>Highlights from Pikes Peak School of Expeditionary Learning</p> <ul style="list-style-type: none"><li>• We have celebrated some of our TCAP achievement and growth scores, especially the 96% proficient and advanced in 8<sup>th</sup> grade reading.</li><li>• Middle School Students started the year with an “immersion of the content” activity with fieldwork to Garden of the Gods.</li></ul>	

EXCEL — District AD

- Revised Board policies JJJ and JJJ-R concerning extracurricular activities and eligibility
- Visit school sites to monitor deferred student success and progress and address discipline issues
- 2 expulsion hearings
- Reviewed new transportation charges and process for extracurricular activities with director of transportation and District ADs
- Athletic Director monthly meeting with District AD
- Reviewed process and expectations concerning school Booster clubs with CFO and District Ads
- EXCEL program begins new year in new location at CO – starts very successfully - new site is working effectively





**Power Zone**

Mike Pickering and Sherry Kyle have been debriefing where each school is at in regards to zone initiative implementation. This lead to some initial Unified Improvement Plan work to ensure a zone wide focus remains on POWER Zone's community-created POWER Plan initiatives. Schools will collaboratively determine the specific action steps needed at each school in order to ensure successful implementation of current zone initiatives. This work will drive the zone's Unified Improvement Plan development across the zone in order to increase student learning and school performance zone wide.

Teachers and building administrators are continuing to complete their Innovative Growth Plans that will assist them and their evaluators in providing targeted growth opportunities that will again result in increased student learning throughout the zone. The zone purchased iObservation Academy this month, which will allow for teachers to take specific online professional development modules that are aligned with the elements in their specific evaluation plans. This will come online in October.

A zone wide Capturing Kids Hearts committee is being developed. This committee will consist of teacher and administrative representatives from each school in POWER Zone. A zone wide survey that was sent to each school will be analyzed at the first committee meeting this month. Our educators will identify common relational practices per school and some overarching common practices that we can agree to across the zone. POWER Zone educators building trust with their students, their families, and one another is a pivotal step in POWER Zone's progress towards increased student success.

All POWER Zone schools are implementing some type of initial blended learning opportunities for their students this year as well. Lexia is an adaptive computer based reading program that every elementary student will have access to this year. The time each student receives this additional instruction is determined by his or her level of need. SMS is increasing the use of computer adaptive support with Reading Plus and Mobi Max as well. VRHS is currently seeking some specific online intervention opportunities, and is continuing to monitor the effectiveness of the over 475 new online courses being offered this year to their students through EVA's K-12

After POWER Zone's evaluation growth plans are completed, and evaluators approve all the plans in the zone, POWER Zone intends to begin to some targeted PD in the areas of identifying critical information in our Colorado Academic Standards and providing our students with clear learning objectives and learning scales to check student understanding against on a daily basis. Increasing skills across the zone in these instructional strategies will be the primary focus of POWER Zone's educator effectiveness work over the next 24 months.

## EVANS

Mrs. Slyter and Mrs. Breeding hosted *Pastries for Parents* on August 29<sup>th</sup>. While enjoying coffee, juice and pastries, our parents have an opportunity to spend time with our Principal and AP and learn about the educational happenings at Evans Elementary.

## REMINGTON

The 4th graders at RES are looking forward to an upcoming field trip to Fountain Creek Nature Center. Teachers are preparing lessons in preparation to the event, as well as follow up activities that directly align with common core standards.

The 3rd graders are working to bring up their grades as the Colorado Springs Optimist Club comes out to recognize their hard work and achievements.

The Remington Staff is excited to use Kagan strategies attained from a staff development training on August 30<sup>th</sup>. The focus of the training had teachers learning about the latest in brain research to be able to improve instruction.

Remington staff has shared all positive feedback from new reading assessment procedures using the iPad technologies. The procedure is very similar to past paper and pencil methods, but are they are pleased with time savings and working smarter not longer or harder.

## SAND CREEK

The student councils of SCHS, VRHS and FHS came together in support of those affected by the Black Forest fire. T-shirts were sold for the cause and SCHS, alone, raised over \$300.00

Our fall athletics season is underway with a Boys' soccer victory on 8/29 over Widefield (8-0) and our home-opener football game on Friday, August 30<sup>th</sup>. Homecoming is Friday, September 13<sup>th</sup> versus Sierra H.S.

## Zone-wide

The orchestra across the zone is flourishing and expanding! We are proud to announce that our enrollment has doubled over last year; with 74 elementary and 19 middle-schoolers.

The strings program was awarded a \$2500 grant from the Kinder Morgen Foundation for the "Strings for All" program.

Visiting classrooms across the zone

Convened a facilitators training for Intensive Learning Teams. The ILT's will continue work on curriculum alignment, curriculum calendaring, best instructional practices and curriculum adoption. ILT's are content-specific, collaborative teams comprised of teacher leaders across the zone.

Zone leadership is engaged in a series of monthly trainings with Diane Cassidy. The professional development is focused on the impact of writing with regards to the Common Core.

## September Update

During the recent Staff Development Day, we focused on the 4 essential questions for PLCs.

### What do we expect our students to learn?

Elementary and middle school specials teachers met for the day to align curriculum and begin work on identifying essential standards for each grade level in Art, Music, Technology and P.E. Work in identifying essential standards also involved related tasks such as identifying examples of rigor for each standard, pre-requisite skills, discussion of common assessments and extension skills. Next steps will be alignment from middle to high school and further development of common assessments.

### How will we know they are learning?

At both the HS and MS, we dug deeper into our data to understand what our students are learning and then created SMART goals based on the areas of need. In future PD days, we will be reviewing our SMART Goals to measure progress, continuing with our work on the data teams process, and refining our common assessments.

### What do we do when our students don't learn it?

Our elementary schools focused the first half of our PD day on the READ Act and Burst Training. We will begin out first "Burst of instruction" beginning Sept. 16th. For the second half of the day, grade-level teacher trainers worked with their teams to practice giving the Burst Diagnostic assessments to prepare for our first "Burst of assessments" drilling down to identify the reading gaps for further intervention support.

Our MS staff also collaborated with their explore team colleagues on the next 5-week intervention/enrichment (IE) block for the students that would be needing specific interventions.

### What do we do when our students already know it?

Schools were provided a short workshop on ALPs and differentiation strategies for their gifted learners. The teams all worked on their game plans for their gifted learners and shared strategies they could use as a team to support the learning.

Other:

Some of our schools reviewed Bloomboard (a tool for

REPORT OF THE CHIEF EDUCATION OFFICER  
SUBMITTED BY PETER HILTS TO THE FALCON SCHOOL DISTRICT 49 BOARD OF EDUCATION

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District 49 is a great district, and our best days are still ahead. Thank you for leading us toward future excellence.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Peter Hilt".



## **BOARD OF EDUCATION AGENDA ITEM 7.01**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Donna Teubner
<b>TITLE OF AGENDA ITEM:</b>	Approval of Board of Education Meeting Dates for 2014
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Regular Board of Education meetings have been held on the second Thursday of the month and work sessions have been held on the fourth Wednesday of the month for the past six years. This has enabled the Board of Education to receive up-to-date financial information on a monthly basis.

The board has not held work sessions during December and July in the past four years. The May work session has been removed. The November Work Session is scheduled for the third Wednesday instead of meeting Thanksgiving week.

**RATIONALE:** The public is accustomed to the regularly scheduled Board of Education meetings.

**RELEVANT DATA AND EXPECTED OUTCOMES:** See attached proposed 2014 Board of Education meeting schedule.

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No X

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve Board of Education meeting dates for 2014 as listed in attachment.

**APPROVED BY:** Peter Hilts, CEO

**DATE:** August 30, 2013



## FALCON SCHOOL DISTRICT 49 BOARD OF EDUCATION

### Regular Meeting Schedule 2014

January 9  
February 13  
March 13  
April 10  
May 8  
June 12  
July 10  
August 14  
September 11  
October 9  
November 13  
December 11

### Work Session Schedule 2014

January 22  
February 26  
March 19  
April 23  
May – no meeting scheduled  
June 25  
July – no meeting scheduled  
August 27  
September 24  
October 22  
November 19  
December – no meeting scheduled

### **Location of meetings:**

**Board Room  
Education Service Center  
10850 East Woodmen Road  
Peyton, CO 80831**

### **Time of meetings:**

**6:30 p.m.**

For further information, please call Donna Teubner at 719-495-1128 or email [dteubner@d49.org](mailto:dteubner@d49.org).

***Please note:*** The regular Board of Education meetings are scheduled on the second Thursday of the month and work session meetings are scheduled for the fourth Wednesday of the month unless otherwise noted.



## **BOARD OF EDUCATION AGENDA ITEM 7.02**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Jack W. Bay, Chief Operations Officer
<b>TITLE OF AGENDA ITEM:</b>	Emergency Readiness – Red Cross Memorandum of Understanding
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** When the Black Forest fire occurred; district staff members indicated a desire to assist the American Red Cross. However, during our review and discussion on how we could assist it was brought to my attention that a memorandum of understanding (MOU) was not in place to allow the district to be considered as a support shelter site by the Red Cross.

**RATIONALE:** In order for the district to be considered as a Red Cross community shelter site for an emergency, such as the fires that have occurred the past two years, a MOU needs to be in place prior to such an event. At the time of the Black Forest fire, the only MOU that was in place was for the Patriot Learning Center. This MOU was in place to support the need for a shelter site in the event that a major snow storm closed Highway 24.

**RELEVANT DATA AND EXPECTED OUTCOMES:** As noted, the only MOU in place with the Red Cross for an emergency community shelter site currently is for the Patriot Learning Center. The district's administration would like to add our three high schools and Falcon Middle School as additional sites that may be considered as a shelter by the Red Cross if needed in the event of a future emergency. Falcon Middle School was selected to be an alternative site for Falcon High School in the event it would not be available at the time of the emergency. In the event that one of our sites would be selected as a shelter site, the Red Cross would provide the needed staff to start, maintain and close the site. The Red Cross would reimburse the district for damages to the facility or other property, reasonable costs associated with the event for custodial, food services personnel, as well as some out of pocket costs such as utilities. An indemnification clause holding the district harmless against legal liability is incorporated in the MOU. By executing the MOU, the district would be ready to be considered as an emergency shelter for future events.

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

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

**FUNDING REQUIRED:** Yes ☐ No ☒ **AMOUNT BUDGETED:** not applicable

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the memorandum of understanding (MOU) with American Red Cross as recommended by administration.

**APPROVED BY:** Jack W. Bay, Chief Operations Officer

**DATE:** August 30, 2013



### **BOARD OF EDUCATION AGENDA ITEM 7.03**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Peter Hiltz
<b>TITLE OF AGENDA ITEM:</b>	Approval of Resolution for Constitution Day 09-17-2013
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Constitution week is an opportunity for our schools to focus on the very important part of our country's heritage. We are fortunate to live in a community that believes that the preparation for the next generation of leaders is the responsibility of the entire community and to do their part teachers in the district welcome the opportunity to review with our students the importance of this document to our country.

**RATIONALE:** Recognition of the importance of setting aside a specific period of time to focus as a district on the Constitution of the United States.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The community and staff will understand the Board's commitment to and support of Constitution Week.

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

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

**FUNDING REQUIRED:** Yes No X

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the resolution for Constitution Day.

**APPROVED BY:** Peter Hiltz, Chief Education Officer

**DATE:** August 30, 2013





**NATIONAL CONSTITUTION DAY  
HONORABLE PROCLAMATION  
September 17<sup>th</sup> 2013**

**WHEREAS, Falcon School District 49 recognizes the importance of the Constitution in the development of our country; and**

**WHEREAS, Falcon School District 49 is dedicated to providing a quality education for the students; and**

**WHEREAS, it is appropriate for Falcon School District 49 to endorse the observance of National Constitution Day as an opportunity to support better understanding of our nation's history and culture;**

**NOW THEREFORE, WE THE FALCON SCHOOL  
DISTRICT 49 BOARD OF EDUCATION  
PROCLAIM  
September 17<sup>th</sup> 2013  
NATIONAL CONSTITUTION DAY**

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Tammy Harold, President

---

Chris Wright, Vice President

---

Chuck Irons, Secretary

---

Marie LaVere-Wright, Treasurer

---

Henry Allen Jr. Director

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Peter Hilts, Chief Education Officer



## **BOARD OF EDUCATION AGENDA ITEM 7.04**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Peter Hiltz, Chief Education Officer
<b>TITLE OF AGENDA ITEM:</b>	District Accountability Advisory Committee Appointments
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Falcon School District 49 District Accountability Advisory Committee (DAAC) Bylaws state that the membership of the DAAC will be appointed by or elected through a process created by the Board of Education.

The purpose of the DAAC is to institute an accountability and parental and community Involvement program to define and measure academic and safety quality in the district.

The DAAC must consist of at least three parents of students enrolled in the District's schools that are not employees or related to employees of the district, one teacher, one school administrator, and one person from the community who is involved in business.

Members of the DAAC are appointed to serve for a two year period.

**RATIONALE:** The enclosed membership applications include the names of four (4) DAAC members for the 2013-2014 school year for your approval. At a minimum they are required to review the School Improvement Plans, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Recommended DAAC members: Jean Daigle-Odyssey Elementary, Melanie McAllister-Remington Elementary, Kris Levi-Meridian Ranch Elementary, Chris Bombria-Falcon Middle School and Matthew Landon-Springs Ranch Elementary. DAAC members have already committed to the responsibilities of their charge through state statute and will report out their accomplishments in June 2014.

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No X

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the appointment of the members of the District Accountability Advisory Committee listed as recommended by the administration.

**APPROVED BY:** Peter Hiltz, Chief Education Officer

**DATE:** August 29, 2013



## **BOARD OF EDUCATION AGENDA ITEM 7.05**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Peter Hilts
<b>TITLE OF AGENDA ITEM:</b>	Approval of Revisions to Policies: <ul style="list-style-type: none"> <li>• JIC, Student Conduct;</li> <li>• JICA, Student Dress Code;</li> <li>• JICC, Student conduct in School Vehicles;</li> <li>• JICDA, Code of Conduct;</li> <li>• JICDD, Violent and Aggressive Behavior;</li> <li>• JICH and regulation JICH-R, Drug and Alcohol Involvement by Students;</li> <li>• JICI, Weapons in School;</li> <li>• JIH, Student Interviews, Interrogations, Searches and Arrests;</li> <li>• JK and regulation JK-R, Student Discipline;</li> <li>• JKBA and JKBA-R, Disciplinary Removal from Classroom;</li> <li>• JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions);</li> <li>• JKG, Expulsion Prevention; and</li> <li>• JS, Student Use of the Internet and Electronic Communications</li> </ul>
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

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

**RATIONALE:**

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No X

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to adopt policy revisions listed in agenda item 7.05, as recommended by administration.

**APPROVED BY:** Peter Hilts, CEO

**DATE:** August 30, 2013



Title	Student Conduct
Designation	JIC

It is the intention of the Board of Education that the District schools help students achieve maximum development of individual knowledge, skills, and competence and that they learn behavior patterns which will enable them to be responsible, contributing members of society.

The Board in accordance with applicable law has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code ~~shall~~ emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly, fairly, and consistently for all students.

All Board-adopted policies and Board-approved regulations containing the letters "JIC" in the file name constitute the conduct section of the legally-required code.

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

The conduct and discipline code shall be provided to each student upon enrollment in elementary, middle, and high school. The Chief Education Officer/Innovation Leaders shall take reasonable measures ~~are taken~~ to ensure each student is familiar with the code. Copies shall be posted or kept on file in each school of the District and posted on the District web site. In addition, any significant change in the code shall be provided to students and posted in each school.

In all instances, students shall be expected to conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested by the Board in all District employees, the educational purpose underlying all school activities, the widely shared use of district property, and the rights and welfare of other students and staff. All employees of the District shall be expected to share the responsibility for supervising the behavior of students and for seeing that they abide by the conduct and discipline code.

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

#### LEGAL REFS:

- C.R.S. 22-11-302 (1)(f) (*district accountability committee shall provide input to the board regarding the creation and enforcement of the conduct and discipline code*)
- C.R.S. 22-32-109.1 (2) (*policy required as part of safe schools plan*)
- C.R.S. 22-32-109.1 (2)(a) (*school district shall take reasonable measures to familiarize students with the conduct and discipline code*)
- C.R.S. 22-33-106 (1)(a-g) (*grounds for suspension, expulsion, and denial of admission*)



CROSS REFS:

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

Title	Student Dress Code
Designation	JICA

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board of Education recognizes that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Any student deemed in violation of the dress code shall be required to change into appropriate clothing or make arrangements to have appropriate clothing brought to school immediately.

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

### Unacceptable items

The following items are deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school and are not acceptable in school buildings, on school grounds, or at school activities:

1. Shorts, dresses, skirts, or other similar clothing shorter than mid-thigh length
2. Sunglasses, hats, or scarves (do-rags) on the head worn inside the building
3. Inappropriately sheer, tight, or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh, or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back, chest, and breasts, or permits undergarments to be exposed
4. Tank tops or other similar clothing with straps narrower than 2 inches in width
5. "Sagging" pants and/or wallet chains.
6. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
  - Refer to drugs, tobacco, alcohol, or weapons
  - Are of a sexual nature
  - By virtue of color, arrangement, trademark, or other attribute, denote membership in gangs that advocate drug use, violence, or disruptive behavior
  - Are obscene, profane, vulgar, lewd, or legally libelous
  - Threaten the safety or welfare of any person
  - Promote any activity prohibited by the student code of conduct



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

### Exceptions

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

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

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

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

### LEGAL REFS:

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

### CROSS REFS:

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



Title	<b>Student Conduct on Buses</b>
Designation	<b>JICC (EEAEC/JICC)</b>

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

The driver of a school bus shall be responsible for the safety of the students on the bus, both during the ride and while students are entering or leaving the vehicle. Therefore, it is the bus driver's duty to notify the Director of Transportation or designee and the principal of the school involved if any student persists in violating the established rules of conduct. Students are required to pay the fee while suspended from the bus.

After due warning has been given to the student and to parents/guardians, the bus driver may withhold from the student the privilege of riding the school bus. All efforts will be made to work with the Transportation Student Management Liaison and the school. The student may also be denied admission to school, suspended, or expelled in accordance with established policies including discipline of habitually disruptive students for flagrant violation of school bus rider conduct rules or conduct detrimental to the safe operation of the bus.

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

#### LEGAL REFS:

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

#### CROSS REFS:

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





Title	Code of Conduct
Designation	<b>JICDA</b>

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

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the district's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or building regulations.
11. Violation of the district's policy on weapons in the schools. Expulsion shall be mandatory for using or possessing a firearm in accordance with state law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare, safety, or morals of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.

26. Continued willful disobedience or open and persistent defiance of proper authority, including refusal to obey a member of the district staff.

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

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

LEGAL REFS:

- C.R.S. 18-3-202 *et seq.* (offenses against person)
- C.R.S. 18-4-301 *et seq.* (offenses against property)
- C.R.S. 18-9-124 (2)(a) (prohibition of hazing)
- C.R.S. 22-12-105 (3) (authority to suspend or expel for false accusations)
- C.R.S. 22-32-109.1(2)(a)(l) (duty to adopt policies on student conduct, safety and welfare)
- C.R.S. 22-32-109.1(2)(a)(I) (policy required as part of safe schools plan)
- C.R.S. 22-32-109.1(9) (immunity provisions in safe schools law)
- C.R.S. 22-33-106 (1)(a-g) (grounds for suspension, expulsion, denial of admission)

CROSS REFS:

- AC, Nondiscrimination/Equal Opportunity
- ADC, Tobacco-Free Schools
- ADD, Safe Schools
- ECAC, Vandalism
- GBGB, Staff Personal Security and Safety
- JBB\*, Sexual Harassment
- JIC, Student Conduct, and subcodes
- JICC, Student Conduct on School Buses
- JICDD\*, Violent and Aggressive Behavior
- JICDE\*, Bullying Prevention and Education
- JICF, Secret Societies/Gang Activity
- JICH, Drug and Alcohol Use by Students
- JICI, Weapons in School
- JK, Student Discipline, and subcodes
- JKD/JKE, Suspension/Expulsion of Students

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

Title	<b>Violent and Aggressive Behavior</b>
Designation	<b>JICDD</b>

The Board of Education recognizes there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the district are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated and shall result in immediate action taken by the district.

As appropriate and in accordance with applicable law, students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall be subject to appropriate disciplinary action including suspension, expulsion and/or referral to law enforcement authorities. At the district's discretion and when appropriate, the student may receive appropriate intervention designed to address the problem behavior.

Students shall be taught to recognize the warning signs of violent and aggressive behavior and shall report questionable behavior or potentially violent situations to appropriate school officials. All reports shall be taken seriously.

Acts of violence and aggression shall be well documented and communicated by the staff to the building principal and the district administration when appropriate. The immediate involvement of the student's parents/guardians is also essential.

An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury, or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and a probability of harm or injury.

The following behaviors are defined as violent and aggressive:

1. Possession, threat with, or use of a dangerous weapon as described in the Board's weapons policy.
2. Physical assault. The act of striking or touching a person or a person's property with a part of the body or with any object with the intent of causing hurt or harm.
3. Verbal abuse. Includes, but is not limited to, swearing, screaming, obscene gestures, or threats directed, orally (including by telephone) or in writing, at an individual, his or her family, or a group.
4. Intimidation. An act intended to frighten or coerce someone into submission or obedience.
5. Extortion. The use of verbal or physical coercion in order to obtain financial or material gain from others.
6. Bullying. As described in the Board's policy on bullying prevention and education.
7. Gang activity as described in the Board's secret societies/gang activity policy.
8. Sexual harassment or other forms of harassment as described in the Board's sexual harassment policy and nondiscrimination policy.
9. Stalking. The persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
10. Defiance. A serious act or instance of defying or opposing legitimate authority.
11. Discriminatory slurs. Insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national origin, disability or need for special education services.
12. Vandalism. Damaging or defacing property owned by or in the rightful possession of another.
13. Terrorism. A threat to commit violence communicated with the intent to terrorize, or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.

- Adopted: July 12, 2001
- Revised: April 28, 2010



- Revised: July 21, 2011
- Revised: September 12, 2013

### LEGAL REFS:

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

### CROSS REFS:

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

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

Falcon School District #49 shall promote a healthy environment for students by providing education, support, and decision-making skills in regard to alcohol, drugs, and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among the schools, parents/guardians, community, and its agencies.

It shall be a violation of Board of Education policy and considered to be behavior which is detrimental to the welfare or safety of themselves, other students, or school personnel for any student to possess, use, sell, distribute, or procure or to be under the influence of alcohol, drugs, or other controlled substances. The unlawful possession or use of alcohol or controlled substances is wrong and harmful to students. Students violating this policy shall be subject to disciplinary action.

For purposes of this policy, controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, any another controlled substances as defined in law, or any prescription or nonprescription drug, medicine, vitamin, or other chemical substances not taken in accordance with the Board policy and regulations on administering medicines to students.

This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

This policy shall apply to any student who is on school property, in attendance at school, in a school vehicle, or taking part in any-school sponsored or sanctioned activity or whose conduct at any time or place interferes with the operations of the district or the potential safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school and referral for prosecution.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case. When appropriate, parents shall be involved and every effort made to direct the substance abuser to sources of help.

The Board, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and organizations, parents, and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents/guardians and students with information concerning education and rehabilitation programs that are available.

Information provided to students and/or parents about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school district assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

### **Drug and Steroid Use in Athletics**

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



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

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

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

### LEGAL REFS:

- 20 U.S.C. §3221 (defines drug abuse education and prevention)
- 20 U.S.C. §7116 (Safe & Drug-Free Schools and Communities Act of 1994)
- C.R.S. 18-18-102 (5) (definition of “controlled substance”)
- C.R.S. 18-18-407 (2) (crime to sell, distribute or possess controlled substance on or near school grounds or school bus)
- C.R.S. 22-1-110 (instruction related to alcohol and drugs)
- C.R.S. 22-32-109.1 (2)(a)(I)(G) (policy required as part of safe schools plan)
- C.R.S. 22-33-106 (1)(d) (suspension or expulsion discretionary for the sale of a drug or controlled substance)

### CROSS REFS:

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



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

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

### Definitions

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

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

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

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

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

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

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

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

### Use, possession, and/or purchase

1. When a student is suspected of use, possession, and/or purchase, the person having the suspicion should notify the principal or designee. Notification must include reasons for such suspicion (observed use, unusual behavior, etc.). The principal or designee will conduct a check of the suspected student and collect data. This action must comply with the Board policy on interrogations and searches.
  - a If information is not sufficient to warrant further action, the principal or designee may have a personal conference with the student expressing awareness and concern.
  - b If information warrants, the parent/guardian will be requested to attend a conference at school. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and offering the parent or guardian general information and resources related to substance abuse.





2. When necessary, emergency health and safety care will be provided and any procedural or d issues postponed until the student's immediate needs are treated. While waiting for the parent/guardian or further medical aid, the student will not be left alone but placed in a quiet situation where he will remain under observation.
3. Students who possess alcohol, drugs, other controlled substances, or drug-containing paraphernalia in violation of Board policy will be handled in the following manner:
  - a A staff member who comes in contact with evidence and/or contraband must notify the principal or designee immediately.
  - b A staff member who has reasonable suspicion to believe that a student possesses alcohol, any controlled substance, or drug-containing paraphernalia in violation of Board policy will request that the student accompany him to the principal or designee. If the student refuses, the staff member will notify the principal or designee immediately.
  - c The principal or designee will attempt to obtain evidence by requesting it directly from the student or through search procedures as outlined in Board policy.
  - d The principal or designee will place any evidence in an envelope or alternative container as necessary which will be sealed, dated, and initialed by the individual who originally obtained the materials and by the principal or designee. The evidence then will be secured.
  - e The principal or designee will call appropriate law enforcement officials in each instance of possession or sale of controlled substances by a student. A mutual decision will be made as to retention of the contraband by the school or testing by the authorities.
  - f When there is evidence of a student possessing illegal drugs, the student will be suspended and the parent/guardian notified.
4. The possession, use, distribution, sale, or purchase of marijuana (in excess of one ounce) or of any amount of any other Schedule I or Schedule II controlled substance or paraphernalia for any Schedule I or II controlled substance shall be grounds for mandatory suspension and expulsion from school and school related activities for up to one calendar school year. In addition, school personnel shall file charges against the student with appropriate law enforcement officials.

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

1. The student will receive three (3) to five (5) days out-of-school suspension for the first offense within any three-year period, and a parent/guardian conference will be scheduled prior to readmission.
2. Parent/guardian and student will be provided information concerning voluntary drug and alcohol treatment programs.
3. The principal or designee will attempt to develop a remedial discipline plan with the parent/guardian and the student that will outline the responsibilities of the parent/guardian, the student, and the school in an effort to keep any further offenses from occurring.

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

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



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

1. District or school administrators will recommend the student for expulsion.
2. Information concerning voluntary drug or alcohol treatment programs will be given to the student and the parent/guardian. The principal or designee will require evidence of the student's enrollment and/or participation in a voluntary program prior to the student's readmission to school.
3. District or school administrators will notify appropriate law enforcement.

### **Distribution**

Students who sell, give, or exchange alcohol, drugs, other controlled substances, or drug-containing paraphernalia in violation of Board policy will be handled in the following manner:

1. If an employee witnesses an act in which alcohol, drugs, other controlled substances, or drug-containing paraphernalia are being transferred from one student to another, the staff member will immediately attempt to detain the student and request that the student accompany the staff member to the principal or designee. If the student refuses, the staff member will notify the principal or designee immediately.
2. The principal or designee will attempt to obtain evidence by requesting it directly from the student or through search procedures in accordance with Board policy.
3. Any student who distributes, trades, exchanges, or sells Schedule I or II controlled substances or marijuana (more than one ounce) shall be expelled for up to one calendar year.
4. Information concerning voluntary drug or alcohol counseling or treatment programs will be given to the student and the parent/guardian.
5. Any student who distributes Schedule III controlled substances shall be expelled for one calendar year.
6. Distribution or sale of Schedule IV or V controlled substances shall be grounds for suspension and optional expulsion, depending on the nature of the violation.
7. District or school administrators will notify appropriate law enforcement.

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

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

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

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

### **Drug and Steroid Use in Athletics**

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

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

#### **First offense**

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

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

**Second offense**

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

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

**Third offense**

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

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

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

Title	<b>Weapons in School</b>
Designation	<b>JICI</b>

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

#### Dangerous weapons

Using, possessing or threatening to use a dangerous weapon on district property, when being transported in vehicles dispatched by the district or one of its schools during any school sponsored or district sponsored activity or event and off district property when the conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or the district is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

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

- A firearm;
- Any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air
- A fixed-blade knife with a blade that exceeds three inches in length or a spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length
- Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury including, but not limited to slingshot, bludgeon, brass knuckles, or artificial knuckles of any kind

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

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

#### Firearm facsimiles

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

A student may seek prior authorization from the building principal to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on District property for purposes of a school-



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

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

### Local restrictions

The Board determines that extra precautions are important and necessary to provide for student safety. Therefore, using, possessing or threatening to use any knife, regardless of the length of the blade, in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity without express authorization of the school or school district is prohibited. Students who violate this policy provision shall be subject to disciplinary proceedings, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

### Recordkeeping

The district shall maintain records which describe the circumstances involving expulsions of students who bring weapons to school including the name of the school, the number of students expelled, and the types of weapons involved, as required by law.

### Referral to law enforcement

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

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

### LEGAL REF:

- 18 U.S.C. §921 (a)(3) (*federal definition of "firearm"*)
- 20 U.S.C. §8921 *et seq.* (*Gun-free Schools Act*)
- 20 U.S.C. §7151 (h) (*requiring schools to have policies requiring referral to law enforcement*)
- C.R.S. 22-32-109.1 (2)(a)(I)(G) (*policy required as part of safe schools plan*)
- C.R.S. 22-33-102 (4) (*definition of dangerous weapon*)
- C.R.S. 22-33-106 (1) (*grounds for suspension, expulsion, and denial of admission*)



- C.R.S. 22-33-106 (1)(f) (*must adopt policy regarding firearm facsimiles*)

CROSS REF:

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

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

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

Title	<b>Student Interviews and Searches</b>
Designation	<b>JHH</b>

The Board of Education seeks to maintain a climate in the schools which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school personnel upon reasonable suspicion to search the person and/or the personal property of the student and to seize any property or contraband deemed injurious or detrimental to the safety and welfare of students and staff.

### **Definitions**

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

### **Interviews and Searches by School Administrators**

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

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

### **Searches conducted by school personnel**

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

Whenever possible, the student shall be informed of the reason(s) for conducting the search and the student's permission to perform the search shall be requested. A student's failure to cooperate with school officials conducting a search shall be grounds for disciplinary action.

An administrative report shall be prepared by the school official conducting a search explaining the reasons for the search, the results and the names of any witnesses.

- Adopted: November 3, 1977
- Revised: January 23, 1986
- Revised to conform to practice: date of manual revision



- Revised: May 19, 1994
- Revised: September 2, 1999
- Reviewed: August 10, 2000
- Revised: July 8, 2010
- Revised: September 12, 2013

### LEGAL REF:

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

### CROSS REF:

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

Title	<b>Student Discipline</b>
Designation	<b>JK</b>

The Board of Education believes that effective student discipline is a prerequisite for sound educational practice and productive learning. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior.

All policies and procedures for handling general and major student discipline problems shall be designed to achieve this broad objective. Disorderly students shall be dealt with in a manner which allows other students to learn in an atmosphere which is safe, conducive to the learning process, and free from unnecessary disruptions.

The Board in accordance with applicable law has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code also emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable, and may result in disciplinary action. The code shall be enforced uniformly, fairly and consistently for all students.

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

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

### **Immunity for enforcement of discipline code**

An act of a teacher or other employee shall not be considered child abuse if the act was performed in good faith and in compliance with Board policy and procedures.

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

### **Remedial discipline plans**

The principal may develop a remedial discipline plan for any student who causes a material and substantial disruption in the classroom, on school grounds, in a school vehicle, or at a school activity or event. The goal of the remedial plan shall be to address the student's disruptive behavior and educational needs while keeping the child in school.

### **Discipline of habitually disruptive students**

Students who caused a material and substantial disruption in the classroom, on school grounds, in a school vehicle, or at a school activity or sanctioned events three or more times during the course of a school year may be declared habitually disruptive students. Any student enrolled in the district's schools may be subject to being declared a habitually disruptive student. Declaration as a habitually disruptive student shall result in the student's suspension and/or expulsion in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.



**Discipline of special education students**

Appropriate discipline for special education students shall be in accordance with the student's individual education plan (IEP), any behavior intervention plan, and policy JK-2, Discipline of Students with Disabilities. In order to comply with all state and federal laws, the special education director shall be contacted prior to the use of any disciplinary measure which is not authorized by the student's IEP or behavior intervention plan.

**Distribution of conduct and discipline code**

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

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

**LEGAL REFS:**

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

**CROSS REF:**

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



Title	<b>Student Discipline</b>
Designation	<b>JK-R</b>

### Disciplinary Information

Open communication between principals and the professional staff is essential to accomplish the educational mission of the district. It is recognized that principals have access to information about individual students that may not be otherwise available to others because this information is not recorded as part of the student's education record. To assure that information is shared with the professional staff that may be important to understanding the particular needs of individual students and any potential risk that a student might pose to the safety or welfare of others, state law requires that the Principal take steps to communicate this information to teachers and counselors who have direct contact with the student.

In addition, to make sure that the information communicated is accurate, state law gives students and parents/guardians the right to challenge disciplinary information.

Whenever the Principal or designee determines that disciplinary information as defined in Board policy must be communicated to a teacher or counselor, the following steps will be followed:

1. The Principal will prepare a brief written statement which sets forth the information to be communicated to a teacher or counselor pertaining to an individual student. If disciplinary information regarding a disabled student is transmitted, the current IEP must also be included. The statement will indicate it is a confidential document. The source of the information will be noted, if applicable.
2. The Principal will communicate the information in the statement to the teacher or counselor by providing a copy of the statement. Alternatively, the principal or designee may wait until the student or parent/guardian has had a chance to challenge the content of the statement before communicating the statement to any teachers or counselors. The teacher/counselor and principal or designee may discuss the information in the statement. The principal or designee will record the names of all individuals who are given a copy of the statement.
3. A copy of the written statement will be provided to the student and the student's parent/guardian. However, if a student is 18 years old or older, the student may inspect his or her personal records and written permission will be necessary in order for the parent/guardian to receive them. Such student 18 years old or older will be known as an eligible student.
4. The Principal or designee will take steps to see that the parent/guardian of a student under 18 years of age receives a copy of the statement, either by mailing a copy directly to them and/or alerting them to the fact that the statement has been sent to them, either by sending it home with their child or in the mail.
5. The written statement will indicate that the student and/or parent/guardian may challenge the accuracy of the disciplinary information on the basis that it is inaccurate, false or misleading unless the statement is solely a summary of an incident for which the student and parent/guardian has already been afforded a due process hearing prior to imposition of school discipline. In that case, the challenge procedures do not apply.

### Challenges

The following procedures apply when an interested person challenges the statement of disciplinary information:



### Step 1

A Step 1 review will be requested in writing within seven (7) days after receipt by the parent/guardian of the written statement. If the interested persons fail to file intent to challenge within seven (7) days after receiving a copy of the statement, the statement will stand as written and there will be no further opportunity to challenge that particular statement. If the student or parent/guardian challenges any part of the statement, the Principal should review the part of the statement being challenged and may, by mutual agreement with the person making the challenge, destroy, delete or add the information in question.

### Step 2

If the Principal does not agree to change the written statement as requested during the Step 1 review, the student or parent/guardian may request an informal hearing with the Innovation Leader within ten (10) days after the Principal's decision not to change the written statement. This request must be in writing and will state the reasons for the request. The Principal may file a written response to the request for a Step 2 review to be considered by the Innovation Leader. The Innovation Leader will make a decision within ten (10) school days after receiving the request for Step 2 review. The Innovation Leader may take whatever steps necessary to make a determination about the content of the statement, including discussing the matter with the student and parent/guardian and/or principal and making independent inquiries to determine the veracity of the statement.

The Innovation Leader may decide that the statement should be revised in accordance with the student or parent/guardian position or may decide to uphold the Principal's statement as accurate. The Innovation Leader's decision is final.

Once an appeal has been held on the disciplinary information contained in a statement, that statement may be communicated to teachers/counselors during the school year without any further challenge. If the statement had been communicated prior to the conclusion of the challenge, and changes were made to the statement, the Principal or designee will see that all those who received the original statement are provided a copy of the revised statement.

Any teacher or counselor who receives a statement containing disciplinary information will maintain the confidentiality of the information and will not communicate the information to any other person. A violation of this provision will result in appropriate disciplinary action.

### **Remedial discipline plans**

1. The Principal may develop a plan for any student who causes a material and substantial disruption in the classroom, on school grounds, in school vehicles, or at school activities or events. The goal of the remedial plan shall be to address the student's disruptive behavior and educational needs while keeping the child in school.
2. To develop the plan, the Principal will arrange for a meeting with the student, the student's parent/guardian and any members of the staff whom the Principal believes should attend.
3. The purpose of the meeting will be to address the reasons for the student's disruptive behavior and to establish goals, objectives and timelines to modify such behavior. A written plan will be prepared which addresses the student's disruptive behavior, educational needs and what steps are necessary to keep the child in school. The plan will include incentives for good behavior and consequences if the student is disruptive in violation of the plan.
4. The plan may be written in the form of a contract which the student and the parent/guardian will sign and date.

5. The parent/guardian will be provided a copy of the remedial discipline plan and it will be placed in the student's cumulative file.

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

### **Habitually disruptive students**

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

1. The Principal will inform the Innovation Leader and Chief Education Officer when a student causes a second material and substantial disruption.
  2. The student and the parent/guardian will be notified in writing of each disruption which counts toward declaring the student habitually disruptive. The student and parent/guardian will also be notified in writing and by telephone or other oral communication of the definition of "habitually disruptive student" and the mandatory expulsion of such students.
  3. A student who has been declared habitually disruptive shall be suspended and/or expelled in accordance with Board policy concerning suspensions, expulsions and other disciplinary interventions.
- Adopted: May 19, 1994
  - Revised: August 13, 1998
  - Revised: August 10, 2000
  - Revised: February 15, 2006
  - Revised: May 13, 2010
  - Revised: June 30, 2011
  - Revised: July 27, 2012
  - Revised: September 12, 2013



Title	<b>Disciplinary Removal from Classroom</b>
Designation	<b>JKBA</b>

It is the policy of the Board of Education to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of conduct adopted by the Board and any other appropriate classroom rules of behavior established by the building principal and/or classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action. A teacher may remove the student from the teacher's class in accordance with this policy, its accompanying regulation and applicable law.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual, or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior:

1. Violates the code of conduct adopted by the Board;
2. Is dangerous, unruly, or disruptive;
3. Seriously interferes with the ability of the teacher to teach the class or other students to learn.

A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

Removal from class under this policy does not prohibit the District from pursuing or implementing additional disciplinary measures, including but not limited to detentions, suspensions, or expulsions for the conduct or behavior for which the student was removed, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

The Chief Education Officer or designee is directed to establish procedures to implement this policy so that removals from a classroom occur in a consistent manner throughout the district. Parents/guardians shall be notified of the student's removal from class in accordance with established procedures.

- Adopted: August 10, 2000
- Revised: February 15, 2006
- Reviewed: March 24, 2010
- Revised: June 30, 2011



- Revised: September 12, 2013

LEGAL REF:

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

CROSS REF:

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



Title	<b>Disciplinary Removal from Classroom</b>
Designation	<b>JKBA-R</b>

### **Disciplinary Removal from Classroom**

Staff, including administrators and teachers, must use their training, experience, and authority to create schools and classes where effective learning is possible. Students should be able to attend school and classes as free as reasonably possible from unnecessary and unwarranted distraction and disruption. Such behavior interferes with the classroom environment and will not be tolerated.

A student who engages in classroom conduct or behavior prohibited by the code of conduct may be removed from class by a teacher and placed temporarily in an alternative setting in accordance with these procedures.

For purposes of this policy and procedure, a "class" includes regular classes, special classes, resource room sessions, labs, study halls, library time, school assemblies, and other such learning opportunities taught or supervised by a teacher. "Teacher" means a person holding a license issued by the state who is employed to instruct, direct, or supervise the instructional program.

### **Informal removal from class**

An informal removal from class occurs when a student breaks one or several classroom rules in a class period or during the school day. The teacher may remove a student by using approved discipline management techniques or sending the student to the principal's office for a short period of time. Generally, the student will be allowed to return to his or her classroom later the same day. The procedures set forth below do not apply to an informal removal from class.

### **Formal removal from class**

A teacher may formally remove a student from class for the following conduct or behavior:

1. Conduct that is prohibited in the student code of conduct. A teacher's decision to remove a student from class for behavior covered by board policies regarding suspension and expulsion may, but does not necessarily mean, that the student will also be suspended and/or expelled.
2. Disruptive, dangerous, or unruly behavior. The following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous, or unruly:
  - a. Inappropriate physical contact intended or likely to hurt, distract, or annoy others such as hitting, biting, pushing, shoving, poking, pinching, or grabbing.
  - b. Inappropriate verbal conduct intended or likely to upset, distract, or annoy others such as name calling, teasing, or baiting.
  - c. Behavior that may constitute sexual or other harassment.
  - d. Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g., lecture by teacher, response by other student, presentation by visitor) or during quiet study time.
  - e. Throwing any object, particularly one likely to cause harm or damage such as books, pencils, scissors, etc.
  - f. Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation, inciting others to walk out.
  - g. Destroying or damaging the property of the school, the teacher, or another student.





- h. Loud, obnoxious, or outrageous behavior.
- 
- 3. Conduct that otherwise interferes with the ability of the teacher to teach effectively. Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly, and responding appropriately when called upon. A student's noncompliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation, this behavior includes:
    - a. Open defiance of the teacher, manifested in words, gestures, or other overt behavior
    - b. Open disrespect of the teacher, manifested in words, gestures, or other overt behavior
    - c. Other behavior likely to intended to sabotage or undermine classroom instruction

### **Procedures to be followed for formally removing a student from class**

Unless the behavior is extreme as determined by the teacher, a teacher shall warn a student that continued misbehavior may lead to removal from class. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of actions:

- 1. Instruct the student to go to the main office. Unless prevented by the immediate circumstances, the teacher shall inform the building principal or designees of the reason for the student's removal from class.
- 2. Obtain coverage for the class and escort the student to the main school office. The teacher shall inform the building principal or designee of the reason for the student's removal from class.
- 3. Seek assistance from the main school office or other available staff. When assistance arrives, the teacher or the other staff member should accompany the student to the main office. The principal or designee shall be informed of the reason for the student's removal.

Within 24 hours of the student's removal from class, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the student's removal from class.

### **Notice to parent/guardian**

As soon as practicable, the building principal or designee shall notify the student's parent/guardian in writing that the student was removed from class. The written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The notice shall provide an opportunity for the parent/guardian to attend a student-teacher conference regarding the removal. If the student's removal from class is also subject to disciplinary action (i.e., suspension or expulsion) for the particular classroom misconduct, the student's parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

### **Placement procedures**

Each building principal shall designate a room or other suitable place in the school for serve as the short-term removal area.

When the student arrives at the main office, the building principal or designee shall give the student an opportunity to briefly explain the situation. If the building principal or designee is not available immediately upon the student's arrival, the student will be taken to the designated short-term removal area; and the principal or designee will speak to the student as soon as practicable.



At the discretion of the building principal or designee, the student may be placed in another appropriate program, or educational setting, provided students are supervised in such alternative setting.

Students placed in the short-term removal area shall be supervised. During their time of placement, students are expected to do work of an academic nature. If possible, such work shall be related to the work in the class from which the student was removed or may be related to the student's misconduct. In no event shall a student's time in the short-term removal area be recreation or other free time.

In most cases, a student shall remain in the short-term removal area for the duration of the class from which he or she was removed. Prior to allowing the student to resume his or her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building principal or designee may consider a different placement option.

### **Behavior plan**

The principal or designee and teacher shall consider whether a behavior plan should be developed for the student upon the student's first removal from class. The behavior plan will be similar, if not the same, as a remedial discipline plan developed for disruptive students in accordance with Policy JK. A behavior plan shall be developed after the teacher formally removes a student from class for the second time.

### **Removal for remainder of term**

Upon the third formal removal from class, a student shall be officially removed from the teacher's class for the remainder of the term. The principal shall be responsible for determining the appropriate placement of the student, which may or may not be another section of the same class, depending on a variety of circumstances. The principal's decision regarding placement is final.

Once a student is officially removed from class, a loss of credit may occur if the principal determines that it would be too disruptive to enroll the student in another class after the start of the term.

### **Review by principal**

The principal is required to collect data pertaining to the number of students who are removed from class during the year. This information will be reported to the public on the safety section of the school report card. While there are a variety of factors to consider when analyzing this data, an unusually high number of formal documented student removals from any one teacher may be cause for concern. The principal shall review this data with teachers at least annually.

A student may be removed from a classroom by a teacher only in accordance with the requirements of this regulation and accompanying policy and the applicable provisions of state and federal law. All teacher actions under this regulation shall be subject to evaluation and supervision by the teacher's supervisor as provided in Board policies and procedures:

- Adopted: August 10, 2000
- Revised: February 15, 2006
- Revised: April 8, 2010



- Revised: September 12, 2013



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

The Board of Education shall provide due process of law to students, parents through written procedures consistent with law for the suspension or expulsion of students and the denial of admission. (See JKD/JKE-R.) In matters involving student misconduct that may or will result in the student's suspension and/or expulsion, the student's parent/guardian shall be notified and involved to the greatest possible extent in the disciplinary procedures.

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

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

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

### **Other disciplinary interventions**

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

As another intervention and alternative to suspension, the principal or designee at personal discretion may permit the student to remain in school with the consent of the student's teachers if the parent/guardian attends class with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulations.

This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

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

**Delegation of authority**

1. The Board delegates to the principal of the district or to a person designated in writing by the principal, in their absence, the power to suspend a student in that school for not more than five (5) school days on the grounds stated in C.R.S. 22-33-106 (1) (a), (1) (b), (1) (c) or (1) (e) or not more than ten (10) school days on the grounds stated in C.R.S. 22-33-106 (1) (d) unless expulsion is mandatory under law (see exhibit coded JKD/JKE-E), but the total period of suspension shall not exceed twenty-five (25) school days.
2. The Board delegates to the Chief Education Officer the authority to suspend a student, in accordance with C.R.S. 22-33-105, for an additional ten (10) school days plus up to and including an additional ten (10) days necessary in order to present the matter to the Board.
3. The Board delegates to the Chief Education Officer or designee who shall serve as hearing officer (appointed by the Chief Education Officer) to deny admission to or expel for any period not extending beyond one year any student whom the Board, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the district. The hearing officer will inform the Chief Education Officer of the decision and will send a letter to the family within five (5) days informing them the decision and of their right to appeal. The family has seven (7) days to appeal in writing. If the family appeals, a meeting will be scheduled with the Chief Education Officer or designee within five (5) days of the request. The Chief Education Officer shall render a written opinion in the expulsion matter within three (3) days after the hearing and inform them of their right to appeal. The family will have seven (7) days to appeal in writing.

The Chief Education Officer shall report on each case acted upon at the next meeting of the Board, briefly describing the circumstances and the reasons for action taken. Such denial of admission or expulsion by the Chief Education Officer shall be subject to appeal to the Board. The appeal shall consist of a review of the facts that were presented, arguments relating to the decision and questions of clarification from the Board.

**Expulsion for unlawful sexual behavior or crime of violence**

When a petition is filed in juvenile court or district court that alleges a student between the ages of twelve (12) to eighteen (18) years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the district in which the juvenile is enrolled.

The information shall be used by the Chief Education Officer or designee to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Chief Education Officer or designee shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies.

The Chief Education Officer or designee may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of the District to provide an alternative educational program for the student as specified in state law.

### Information to parents

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

If a student is expelled for the remainder of the school year, and is not receiving educational services through the district pursuant to policy JKF, the district shall contact the expelled student's parent or guardian at least once every sixty (60) days until the beginning of the next school year to determine whether the child is receiving educational services.

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

### LEGAL REFS:

- C.R.S. 16-22-102(9) (*unlawful sexual behavior*)
- C.R.S. 16-11-309 (*crime of violence*)
- C.R.S. 22-32-109.1 (2)(a) (*adoption and enforcement of discipline code*)
- C.R.S. 22-32-109.1 (2)(a)(I)(E) (*policy required as part of conduct and discipline code*)
- C.R.S. 22-32-109.1 (3) (*agreements with state agencies*)
- C.R.S. 22-32-144 (*restorative justice practices*)
- C.R.S. 22-33-1 05 (*suspension, expulsion, and denial of admission*)
- C.R.S. 22-33-106 (*grounds for suspension, expulsion, and denial of admission*)
- C.R.S. 22-33-1 06.5 (*information concerning offenses committed by students*)
- C.R.S. 22-33-107 (*compulsory attendance law*)
- C.R.S. 22-33-107.5 (*notice of failure to attend*)
- C.R.S. 22-33-1 08 (*juvenile judicial proceedings*)

### CROSS REFS:

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



Title	<b>Expulsion Prevention</b>
Designation	<b>JKG</b>

It is the belief of the Board that available interventions, prevention services **should** be explored to help students who are at risk of expulsion before expulsion becomes a necessary consequence. The principal of each school shall work with the professional staff to identify students who are at risk of suspension or expulsion. Among those students who may be at risk are those who are truant, who have been or are likely to be declared habitually truant, or who are likely to be declared habitually disruptive.

The District, working with the student's parent/guardian, shall provide students who are identified as at risk of suspension or expulsion with a plan to provide necessary support services to help them avoid expulsion. Services may include:

1. Educational services (tutoring, alternative educational programs or career and technical educational programs that provide instruction in the academic areas of reading, writing, mathematics, science, and social studies)
2. Counseling services
3. Drug or alcohol addiction treatment programs, and/or
4. Family prevention services.

In some cases, a remedial discipline plan may be the means by which various intervention and prevention services are identified and made available to a student. Support services may be provided through agreements with appropriate local governmental agencies, appropriate state agencies, community-based organizations, and institutions of higher education.

The failure of the District to identify a student for participation in an expulsion prevention program or the failure of such program to remediate a student's behavior shall not be grounds to prevent school personnel from proceeding with appropriate disciplinary measures including but not limited to suspension and/or expulsion.

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

- Adopted: August 13, 1998
- Revised: August 10, 2000
- Revised: July 8, 2010
- Revised: July 27, 2012
- Revised: September 12, 2013

#### LEGAL REF:

- C.R.S. 22-14-101 et seq. (*dropout prevention and student reengagement*)
- C.R.S. 22-33-202 (*identification of at-risk students*)



- C.R.S. 22-33-204 (*services for at-risk students*)
- C.R.S. 22-33-204.5 (*students in facility schools shall be considered at-risk*)
- C.R.S. 22-33-205 (*grants for services to expelled, at-risk and truant students*)

**CROSS REF:**

- JKD/JKE, Suspension/Expulsion of Students



Title	<b>Student Use of the Internet and Electronic Communications</b>
Designation	<b>JS</b>

The Internet and electronic communications (e-mail, chat rooms and other forms of electronic communication) have vast potential to support curriculum and student learning. The Board of Education believes they should be used in schools as a learning resource to educate and to inform.

Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, use problem-solving skills, and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

The Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. While it is impossible to predict with certainty what information students might locate or come into contact with, the district shall take reasonable steps to protect students from accessing material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board. Students shall take responsibility for their own use of district technology devices to avoid contact with material or information that may be harmful to minors. For purposes of this policy, “district technology device” means any district-owned computer, hardware, software, or other technology that is used for learning purposes and has access to the Internet.

- Adopted: May 1, 1997
- Revised: March 4, 1999
- Recoded: July 12, 2001 (*previously File: EHC*)
- Revised: January 10, 2002
- Revised: May 8, 2008
- Revised: July 8, 2010
- Revised: December 13, 2012
- Revised: September 12, 2013

#### LEGAL REF:

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

#### CROSS REF:

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





## **BOARD OF EDUCATION AGENDA ITEM 7.06**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	John Litchenberg
<b>TITLE OF AGENDA ITEM:</b>	JICJ Use of Electronic Communication Devices
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

### **BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

**RATIONALE:** With changing devices and protocols, it is appropriate for the district to revisit and revise policies related to networks and networking devices.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The policy revisions will cover electronic devices to come in the future.

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

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

**FUNDING REQUIRED:** Yes    No X

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the revisions to policy in item 7.06 as recommended by administration.

**APPROVED BY:** Peter Hilts, CEO

**DATE:** August 30, 2013

Title	<b>Use of Electronic Communication Devices</b>
Designation	<b>JICJ</b>

The Board of Education recognizes the value of electronic devices in the learning process as well as the vital communication role they can play during emergency situations. However, indiscriminate use of electronic communication devices in school situations disrupts and interferes with the educational process and is allowed only during passing periods, lunch periods and during emergencies. For the purposes of this policy, “electronic communication devices” include cell phones, radios, and any other telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.

For purposes of this policy, “emergency” shall mean an actual or imminent threat to public health or safety, which may result in loss of life, injury or property damage.

No person may use any form of camera, whether or not it is embedded in an electronic communication device, in locker rooms, bathrooms, or other locations where such operation may violate the privacy rights of another person.

Students who knowingly use an electronic communication device on school grounds or on school buses, at school sponsored activities, and/or on field trips in a manner which constitutes an interference with school purposes or an educational function or use an electronic communication device in a manner that is profane, indecent, or obscene or constitutes an invasion of privacy, will be subject to disciplinary action, which could include suspension and or expulsion from school. In addition, a Principal or other administrator may also refer the matter to law enforcement as appropriate.

Violation of this policy shall result in disciplinary measures and/or confiscation of the electronic communication device. Electronic communication devices are considered personal effects in a student’s possession and thereby are subject to Board Policy governing searches of such items. Administrators may search cell phones if they have a reasonable suspicion that school rules or Board policies may have been violated, and the search will yield evidence that the student has violated these rules or policies.

Confiscated devices shall be returned to the student or parent/guardian only

The district shall not be responsible for loss, theft or destruction of electronic communication devices brought onto district property.

- Adopted: October 3, 2002
- Revised: October 7, 2004
- Revised: July 8, 2010
- Revision: June 30, 2011
- Revised: September 12, 2013



LEGAL REFS:

- C.R.S. 16-22-102(9) (*unlawful sexual behavior*)
- C. RS. 22-32-109.1 (2)(a) (*adoption and enforcement of discipline code*)
- C. RS. 22-32-109.1 (2)(a)(I)(E) (*policy required as part of conduct and discipline code*)
- C. R. S. 22-33-1 05 (*suspension, expulsion, and denial of admission*)
- C.RS. 22-33-106 (*grounds for suspension, expulsion, and denial of admission*)

CROSS REFS:

- JIC and subcodes, Student Conduct
- JIH, Student Interviews, Interrogations and Searches
- JK and subcodes, Student Discipline



## **BOARD OF EDUCATION AGENDA ITEM 7.07**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Peter Hiltz
<b>TITLE OF AGENDA ITEM:</b>	Chief Officer Performance Review Process
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** This is the Board's opportunity to discuss and approve the chief officer performance review process.

**RATIONALE:** As the direct supervisor of the chief officers, the board should set priorities and processes for effective supervision and evaluation.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Discussion will lead to consensus about the process.

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

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

**FUNDING REQUIRED:** Yes ☐ No ☒

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move item to approve chief officer review process as presented.

**APPROVED BY:** Peter Hiltz, CEO

**DATE:** August 26, 2013

## Chief Officer Performance Review Process

	Activity	Responsibility	Deliverable(s)	Timeframe
Quantitative Performance Targets	Identify key performance domains from the Chief job description and the CDE administrator performance standards*	Chiefs will Propose Board will revise and approve	An overview chart that identifies, prioritizes, and describes multiple performance domains	The Chiefs will propose a set of performance domains. The Board will affirm the domains at the --- regular meeting.
	Identify performance targets in each domain	Chiefs will propose measurable performance targets in each domain Board will endorse at least one measurable target in each domain	A table of performance targets identifying standards of performance and acceptable evidence for each target.	The chiefs will propose targets, standards and evidence. The Board will vote to affirm the targets, standards, and evidence.
	Confirm acceptable evidence for each performance target	The chiefs will propose and the board will affirm acceptable evidence for each performance target		
	Assess the chief's performance on a "target to actual" basis for each target.	The chiefs will provide a self-assessment. The board will generate a board assessment.	Each party will provide a written assessment of each performance target. The chiefs will provide a portfolio (body of evidence) for each target.	The Board will present their assessments and receive the chiefs' assessments at a BOE work session.
Qualitative 360° Review	Identify a set of evaluative questions in each of the performance domains.	The chiefs will propose question sets. The board will review, revise, and approve the survey items.	The chiefs will develop online surveys based on the question sets. The surveys will elicit numeric and narrative responses.	The survey will be available ----- and closed after a week.
	Identify a team of reviewers for the 360° review.	The chiefs will propose a review team of 4-7 reviewers. The board will affirm or modify the review team.	The chief will invite reviewers to complete the survey.	The chiefs will send the survey invitations.
	Administer the survey.	The chiefs will conduct the survey and format the data into a report for the board.	The chiefs will submit the survey report to the board.	The chiefs will submit their respective reports at the BOE work session.

	Activity	Responsibility	Deliverable(s)	Timeframe
Final Review	Finalize the performance review	The board will create a final review document incorporating performance targets and 360° survey results.	The board will present their final evaluation to the chiefs.	The board will present the final evaluation at the regular meeting in -- ---.

\*CDE Standards

I. Strategic Leadership

II. Instructional Leadership

III. School Culture and Equity Leadership

IV. Human Resource Leadership

V. Managerial Leadership

VI. External Development Leadership

VII. Academic Performance and Growth

<b>Chief Operations Officer</b>	<b>Chief Education Officer</b>	<b>Chief Business Officer</b>
The COO will propose a set of performance domains. The Board will affirm the domains at the November regular meeting.	The CEO will propose a set of performance domains. The Board will affirm the domains at the December regular meeting.	The CBO will propose a set of performance domains. The Board will affirm the domains at the January regular meeting.
The COO will propose targets, standards and evidence at the January BOE meeting. The Board will vote to affirm the targets, standards, and evidence.	The CEO will propose targets, standards and evidence at the February BOE meeting. The Board will vote to affirm the targets, standards, and evidence.	The CBO will propose targets, standards and evidence at the March BOE meeting. The Board will vote to affirm the targets, standards, and evidence.
The Board will present their assessments and receive the COO's assessments at the May BOE work session.	The Board will present their assessments and receive the CEOs' assessments at the June BOE work session.	The Board will present their assessments and receive the CBO's assessments at the July BOE work session.
The survey will be available July 15 and closed after a week.	The survey will be available August 15 and closed after a week.	The survey will be available September 15 and closed after a week.
The COO will send the survey invitations by July 15.	The CEO will send the survey invitations by August 15.	The CBO will send the survey invitations by September 15.
The COO will submit a report at the August BOE work session.	The CEO will submit a report at the September BOE work session.	The CBO will submit a report at the October BOE work session.
The board will present the final evaluation at the regular meeting in September.	The board will present the final evaluation at the regular meeting in October.	The board will present the final evaluation at the regular meeting in November.



### **BOARD OF EDUCATION AGENDA ITEM 8.01**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer
<b>TITLE OF AGENDA ITEM:</b>	Preliminary Enrollment Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION. DESCRIPTION OF NEED:** Under current statute, Colorado school districts' program formula funding is largely based on the 'October Count' of full time equivalent students (SFTE). Like many districts, we try and monitor how enrollment is trending as compared to the adopted budget.

**RATIONALE:** SFTE is the largest variable in determining program formula funding and since program formula funding accounts for 93% of our total general fund revenue budget, and since we are continuing to move toward a full student-based funding model, it is very appropriate to monitor SFTE early in the school year to determine what issues may come from fluctuations to the adopted budget in terms of SFTE by school.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The actual October Count result will be the driving factor in compiling the amended budget, to be approved by the Board of Education prior to January 31, 2104. Estimates of how the October Count will unfold, and how that will affect each school and zone in turn, in terms of financial impacts, will be used in strategic decisioning throughout the course of the fall semester.

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

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

**FUNDING REQUIRED:** Yes \_\_\_\_

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

N/A

**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** September 4, 2013





## BOARD OF EDUCATION AGENDA ITEM 8.02

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer
<b>TITLE OF AGENDA ITEM:</b>	Bond Refinance Results
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

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

At the August 8, 2013 regular meeting of the Board of Education, Action Item 7.03 was approved to authorize "...the President of the Board, the District's Chief Education Officer or the Chief Business Officer to execute the sale certificate..." in order to proceed with the bond refinance as presented that night and for discussion at the July 11, 2013 regular meeting of the Board of Education, Discussion Item 9.02.

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

**RELEVANT DATA AND EXPECTED OUTCOMES:** This was a relatively small refinance opportunity, serving just over \$3.5mm of bond principal. As presented to the Board of Education in July 2013, it was expected that the refinance would be able to save the district, and by extension – constituents of the district, approximately \$170,000 over the remaining life of the bond principal. We expect that savings target to come in right around the number previously presented.

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

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

**FUNDING REQUIRED;** Yes\_ No \_X\_

**AMOUNT BUDGETED;**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED;**

**APPROVED BY;** Brett Ridgway, Chief Business Officer

**DATE;** September 4, 2013



## **BOARD OF EDUCATION AGENDA ITEM 8.03**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Mary Katungu, Board and Planning Committee of Educating Children on Color (ECOC) Inc. and Judge Regina Walter, Co-Chair of ECOC
<b>TITLE OF AGENDA ITEM:</b>	Educating Children of Color Summit
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

### **BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

Why: The purpose of the Summit is to dismantle the cradle to prison pipeline for children of color and children in poverty through education.

Who: High school and undergraduate students; parents; professionals who work for youth as teachers, counselors, school administrators; and, as juvenile justice and child welfare professionals.

Cost: Free to students and parents

\$25 for professionals

The day includes lunch and is 8 contact hours or CLEs.

The registration fee is returned to youth in the form of scholarship money for college education.

Over the course of the last 6 years, we have given away \$61,5000 in scholarships and 56 laptops.

### **RATIONALE:**

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No \_\_\_

**AMOUNT BUDGETED:**

### **RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

**APPROVED BY:** Peter Hilts, CEO

**DATE:** September 4, 2013



# Educating Children of Color

## Who We Are

The Educating Children of Color committee is comprised of the Fourth Judicial District, The Colorado College, Colorado Springs School District 11, Colorado Springs Police Department, Colorado Technical University, El Paso County Department of Human Services, Harrison School District 2, the National Family Engagement Alliance, School District 8, Court Appointed Special Advocates of the Pikes Peak Region, NAACP, and concerned individuals. The summit is sponsored by the Fourth Judicial District Best Practices Court.



# Educating Children of Color

## **Our Purpose**

To dismantle the cradle to prison pipeline for children of color, and children in poverty, through education.



# Statistics

## **The Facts that Drive Us**

2011-2012 Colorado Graduation Rates by Race  
Colorado Department of Education

Asian 83%

Black 66%

Hispanic 63%

Native American 58%

Pacific Islander 70%

White 82%

Biracial (2 or more races) 80%



# More Statistics

## **What we Hope to Change**

Colorado Children Living in Poverty

39% of all Black children

31% of all Hispanic children

9% of White and Asian children

*-Children's Defense Fund September 13, 2011*



# Educating Children of Color

The Educating Children of Color Summit  
Saturday, January 11, 2014, 8 a.m. to 5 p.m.  
The Colorado College

The Summit is for high school students, grades 9 - 12, and undergraduate college students under age 21, their parents, and professionals. Admission is free for students and parents; \$25 for professionals. Everyone must pre-register; there will be no late registration on the day of the event. The registration money is used to fund our student scholarships. To date, \$61,500 in scholarships has been awarded. 56 laptops have also been distributed.

Juniors, seniors and undergraduates under 21 will be eligible for scholarship money, through drawings and contests. All students under 21 will be eligible for laptop drawings (must be present to win).



## Keynote Speaker Xiuhtezcatl Roske-Martinez

Xiuhtezcatl, a 13-year-old environmental activist from Boulder, is the youth director of Earth Guardians, a non-profit environmental organization that is committed to protecting the water, air, earth, and atmosphere.

His work on climate change has led him to become a youth plaintiff against the state of Colorado, and a federal plaintiff against the United States, filing law suits for not protecting the atmosphere. Xiuhtezcatl is also a piano composer and has recorded his first album called “Journey”. His music was used in “Trust Colorado”, a short documentary featuring Xiuhtezcatl and filmed by Peter Gabriel's organization, Witness. It won 2012 Best Environmental Film Documentary of the Year and is being shown in cities world-wide. The documentary can be seen at: <http://www.youtube.com/watch?v=xr-GUgpic5E> Xiuhtezcatl also writes and performs original message-driven rap music to inspire and educate his peers through performances. His group “Voice of Youth” just completed their first music video called: “Live as if our Future Matters”





# Featured Speakers

## Dr. James Braxton Peterson

Dr. Peterson is the Director of Africana Studies and Associate Professor of English at Lehigh University. He is also the founder of Hip-Hop Scholars, an association of Hip-Hop generational scholars dedicated to researching and developing the cultural and educational potential of Hip-Hop, urban, and youth cultures.

An adamant proponent of educational reform, Dr. Peterson is a strong advocate of integrating youth culture into classrooms as a way of transgressing the historically divergent borders between lived experiences and the formal educational system.

Regularly appearing on MSNBC's The Ed Show and The Martin Bashir Show, as well as Al Jazeera English and NPR with Marty Moss Coane, Dr. Peterson aptly utilizes his incredible breadth of knowledge to tackle everything from politics to race relations, cultural debates about the greater social implication of entertainers like Beyoncé, and the integration of non-traditional approaches to academics.



# Consuelo Castillo Kickbusch

For two decades, Consuelo Castillo Kickbusch broke barriers and set records when she became the highest-ranking Hispanic woman in the Combat Support Field in the US Army. When the opportunity arose to assume a command post, Consuelo shocked the military by deciding to retire. She chose to honor her mother's dying wish – for her to return to her roots and become a community leader. In 1996, Consuelo Castillo Kickbusch founded the human development company, Educational Achievement Services, Inc. (EAS, Inc.), to fulfill her mission of preparing tomorrow's leaders.

Consuelo Castillo Kickbusch has been profiled on CNN's Latino in America, Univision's Don Francisco Presenta, the Lifetime Network, National Public Radio, the syndicated television program Hispanics Today, and American Latino Television's Latination program. Consuelo has also been featured in Hispanic Business magazine's 100 Most Influential Hispanics in America, O Magazine, LatinaStyle, Vanidades, and Glamour magazine.



## Suavé

The Hip Hop ConnXion (HHC) is globally known and respected as one of the top hip hop dance companies in the USA. HHC was formed in March 1999 by Suavé, former choreographer and dancer for Culture Shock-Chicago. It is a professional dance troupe of all ages, sex and color each striving towards one common goal.....to inspire others to be the best they can be and educate our youth to make positive choices by being positive role models within the community. Youth Breakout Sessions 1, 2, and 3



# Edwonda White

## Lunch Plenary and Breakout Sessions

Edwonda is a regular at all of the major comedy clubs in the country and has been featured on Martin Lawrence's hit comedy show "First Amendment Stand up" on Starz, Black Entertainment Television's long running comedy series "Comic View," HBO and Russell Simons' Def Comedy Jam, and the Tom Joyner radio show .

She was named Female Comedian of the year by Black Television and "Clean Comedian of the Year" by the Gospel/Christian Alliance.

She is just as popular in comedy clubs and colleges as she is in the corporate and gospel arenas.



# Agenda – Educating Children of Color Summit

## Youth Breakout Session 1

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Appreciative Inquiry: Be a Leader in Your Own Life

Camp Amache: The Internment of the Japanese

Discover Yourself and Your Potential Through Sports

Empowering Youth Through Dance

Fizzy Lab. Introduction to a career in Pharmacy

Health Science

Hear, Here: Poetry and Spoken Word

Hip Hop's Peace

HOW TO PAY FOR COLLEGE: FINANCIAL AID 101

Pathways2Teaching

Peer Panel

Sex EQ-Leaders and Allies

The Benefits of the Creative Process

The Bro Code: How Contemporary Culture Creates Sexist Men (2011), facilitated film

You are Priceless Diamond. Created to be Radiant

YOUth Be the Change

# Youth Breakout Session 2

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Being an Effective Leader in a Multicultural Community

CÓMO PAGAR LA UNIVERSIDAD (Spanish)

Creating Empathy and Breaking Gender Stereotypes

Drugs Awareness for Teens

Empowering Youth Through Dance

Fizzy Lab. Introduction to a career in Pharmacy

Generation M: Misogyny in Media and Culture (facilitated film)

Health Science

IMPROV

It's not about the knockdown: it's about the Get-Up

Leadership

Peer Panel

Rule of Law and Governor Ralph Carr

Street Law to Law School

The Whistle that Changed the World

What You Should Know About Education Reform in Colorado

Your earth, your inheritance

# Youth Breakout Session 3

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Creating your own personal brand

Education by Any Means Necessary

Empowering Youth Through Dance

Finding Your Voice

Fizzy Lab. Introduction to a career in Pharmacy

Harassment in the School Setting

Health Science

How to Conquer the Obstacles and Achieve Success

Journey to the Future: A Roadmap to Success for Youth

Pathways Out of the Pipeline: Immigration Options for Undocumented Youth

Peer Panel

Seeing Race: Confronting Prejudice in Our Daily Lives

The 3 Little Pig Syndrome

The Children's March and the Civil Rights Movement

What Could He/She Be Thinking? Understanding the Minds of Boys and Girls

# Agenda – Educating Children of Color Summit

## **Break Out Session 1 Adults**

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Academic Resilience and Cultural Competency: The Missing Pieces for Student of Color Success,  
Beyond the Binary

Boys and Girls Learn Differently

Camp Amache: The Internment of the Japanese

Celebrating Culture-Encouraging Voice

Elementary Education: Leading for Tomorrow

English Language Learners: Your Child's and Your Rights

Hip-hop Pedagogy for Student Learning

Lead with Gung Ho

The Benefits of the Creative Process

The Bro Code: How Contemporary Culture Creates Sexist Men (2011). Facilitated Film

Using Humor to Educate



# Breakout Session 2 Adults

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Appreciative Inquiry: Can you walk your talk?

Building Relationships With Hard to Reach Families

Confronting America's Legacy of Lynching: Pedagogical Tactics for Addressing Racial Violence Past and Present

Disrupting Privilege: A High School Curriculum

Early Childhood Education

Generation M: Misogyny in Media and Culture (facilitated film)

Getting Schooled: Hip Hop Education and Social Justice

Pathways Out of the Pipeline: Immigration Options for Undocumented Youth

Preparing Tomorrow's Leaders Today

Raising a Prince on Food Stamps

Section 504, Title II, and Students with Disabilities in Public Schools

What You Should Know about Education Reform in Colorado

# Breakout Session 3 Adults

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ACT Strategy: Ask more questions, Create a connection and Take the time

Adults as Allies for Youth

Autism Spectrum Disorder

Bridges Out of Poverty

Closing the Achievement Gap: Culturally Relevant Learning Experiences For African American Students

Drugs in the Community

Engaging our community leaders to help at risk youth

Roots to Wings: talking to your children about sex

Strategies for Academic Success for Latino Students

The Children's March and the Civil Rights Movement Title IX

Yes, your child can make it to a career in Medicine or STEM

# Scholarship Competition for Students

The theme for our 7th annual conference is “YOUth Be the Change.” Four scholarships will be awarded for the best representations of the theme.

- **Eligibility:** High School Juniors, Seniors and undergraduates under the age of 21 who are in attendance at the Educating Children of Color Summit on January 11, 2014 at Colorado College.
- **Form:** The scholarship application can take any form - it may be an essay, a research paper, a video, music, dance, a short story, play, sculpture, PowerPoint, poster, or other medium. It must be the student's original work and must have the student's name on the project, student's age, and name of school the student is currently attending.
- **Deadline:** The project is to be submitted on-line by December 15, 2013, at [info@educatingchildrenofcolor.org](mailto:info@educatingchildrenofcolor.org) by 5 p.m. **AND** must be brought to the Summit on January 11 at 8 a.m. to be considered for judging.
- Submit three photographs of art projects. Submit a video of no more than 6 minutes in length for performance pieces - music, dance, or play. If the submission is a song also submit the lyrics in a separate document. If the submission is a skit or play, submit the script in a separate document. All performance pieces will be judged during the Summit. Scholarship applicants will be contacted in advance to set performance times.
- **Awardees:** 2 females and 2 males will receive scholarships to the school of their choice for the best representation of this year's theme. The first place submission will receive a \$1500 scholarship. The remaining scholarships will be in the amount of \$1000 each.
- If you have **questions**, contact ECOC at [info@educatingchildrenofcolor.org](mailto:info@educatingchildrenofcolor.org)



# Other Scholarship Opportunities

- Kathy Stevens Memorial Fund
- Strub-Heer “Fairness for All Scholarship”
- VVW Scholarship
- See [www.educatingchildrenofcolor.org](http://www.educatingchildrenofcolor.org) for all scholarship requirements
- Multiple \$500 education gifts will be given randomly at the conference.

# Scholarships Recipients 2013

**Dana Johnson, Kathy Stevens Memorial Fund, \$2000**

**Tayanna Todd, Don't Get Mad, Get Knowledge, \$1500**

**Chloe Boelke, Don't Get Mad, Get Knowledge, \$1000**

**Mikita Schubert, Don't Get Mad, Get Knowledge. \$1000**

**Jon Villanueva, Don't Get Mad, Get Knowledge, \$1000**

**Brianna Apocaca, Fairness for All, \$1000**

**Leilani Gray, \$500**

**Destiny Brown, \$500**

**Rosaline Bockarie, \$500**

**Brian Ragas, \$500**

**Yorel Pooser, \$500**

**Asia Cross, \$500**

**Desiree Burdick, \$500**

**Tashanna Saunders, \$500**

**Raylin Davis, \$500**

**Shawn Pettway, \$500**

**Mitchell Miller, \$500**

**Karla Orozco, \$500**

**Ashley Martin, \$500**

**18 laptops were awarded at the 2013 Summit**



# 2013 Summit Sponsors

## Platinum Sponsors

Colorado College  
Gay and Lesbian Fund of Colorado

## Gold Sponsors

Colorado Juvenile Justice and Delinquency Prevention Council  
El Pomar

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## Silver Sponsors

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Michele Strub-Heer and Jordan Strub  
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Broadmoor Medical Clinic  
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Garbanzo Mediterranean Grill, LLC  
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# Educating Children of Color

## Contact Us

[info@educatingchildrenofcolor.org](mailto:info@educatingchildrenofcolor.org)

[www.educatingchildrenofcolor.org](http://www.educatingchildrenofcolor.org)

## Professionals

**Academic Resilience and Cultural Competency: The Missing Pieces for Student of Color Success.** It is with an intentional focus on fostering academic resiliency and developing a more culturally competent culture that significant improvement can be achieved for children of color and children from low socio-economic status. Through the incorporation of academic resilience into existing support programming, and enhancing the capacity of these programs to empower students that we can begin to break the intergenerational cycle of poor academic achievement, poor job prospects and poverty. Philip Trejo, M.S., Director Center for Academic Excellence & Academic Leadership, PCC---BREAKOUT SESSION 1

**ACT Strategy: Ask more questions, Create a connection and Take the time-** This is a unique presentation that is given from the perspective of an abused child and disengaged student. Ian Humphrey covers all of the hidden signs that were there, but overlooked, dismissed or mislabeled as lazy, uncooperative and combative. Ian credits his change to an educator he met while in prison that looked past the rough exterior saw his potential and refused to give up on him. After examining what that educator did to change his life, Ian identified the three strategies that got his attention, and changed the negative image he had of himself. Now he teaches this strategy to educators and child welfare professionals. Ian J. Humphrey, CEO Be Ian-Spired---BREAKOUT SESSION 3

**Adults as Allies for Youth-** After fostering children for 30 years, Daniel Escalante has a unique perspective on adults as allies. Experienced inclusiveness trainer and group facilitator, Daniel will explore our roles as allies for youth. What are the reasons we want to be allies; what prevents us from being effective allies; what is appropriate “ally” behavior? Daniel Escalante---BREAKOUT SESSION 3

**Appreciative Inquiry: Can you walk your talk?** The hope for the future of our children lies in the appreciation of the strengths that they possess, yet may not acknowledge. This is not a session about empty rewards and accolades. Participants will learn the tools of **Appreciative Inquiry** so that they may “Walk Their Talk” and be an authentic, positive role model in the lives of their children and students. This session will prepare you to commit to a better future. The world demands it of you and the children deserve nothing less. Dr. Corinne Harmon, PhD, UCCS---BREAKOUT SESSION 2

**Autism Spectrum Disorder-**Last decade’s elementary-school children with Autism Spectrum Disorder will soon be this decade’s teenagers preparing for a transition out of high school. In Colorado, we begin planning for this transition at age 14. In this training, we will identify employment supports and accommodations; examine the tenets of colleague/employer training and support; and formulate strategies to enable internships and job coaching. Cara Woundy, TRE and Melinda Graham, MA SpEd, CDE---BREAKOUT SESSION 3

**Beyond the Binary-**The case of Coy Mathis has just begun to raise awareness of the issues facing transgender youth. This session is designed to promote gender equity and safety in schools for all children. Eric Pizana, Inside/Out Youth Services Program and Volunteer Manager---BREAKOUT SESSION 1

**Boys and Girls Learn Differently-**The latest research in brain development and gender differences. This session will address issues of maturity, learning, and success. Dakota Hoyt, Ex. Dir. Gurian Institute---BREAKOUT SESSION 1



**Bridges Out of Poverty**-Dr. Regina Lewis shares the work of Ruby Payne, Phil DeVol, and Terie Dreussi Smith. Participants will increase their awareness of the differences in economic cultures, how those differences effect opportunities for success, and gain a common language to aid in working together to reduce, prevent and eradicate poverty. Dr. Regina Lewis, PhD, PPCC---BREAKOUT SESSION 3

**Camp Amache: The Internment of the Japanese**---BREAKOUT SESSION 1

**Celebrating Culture-Encouraging Voice**-While we expect teachers to be competent in the areas of diversity and inclusiveness in the classroom, the reality is they may not be comfortable. Studies have demonstrated that implicit or unconscious bias does have an impact on student interaction, behavior and overall academic outcomes. This workshop will introduce tools and techniques to encourage teaching professionals to take responsibility and be willing to notice *courageously* any behaviors that could impede the success and motivation of a child. Through engaging and non-threatening dialogue, we will create safety and an atmosphere that fosters growth. As an expected outcome, teachers will be able to identify and remove limiting beliefs and open pathways to embrace culture and promote creativity. Denise Mattere, Life Coach and M. Ed---BREAKOUT SESSION 1

**Confronting America's Legacy of Lynching: Pedagogical Tactics for Addressing Racial Violence Past and Present**-Since the 2000 publication of the book *Without Sanctuary: Lynching Photography in America*, lynching imagery has re-emerged in the United States as a site of cultural and academic examination. Disturbingly, the imagery has also re-emerged in the form of racist political statements, including both the lynching of President Obama in effigy during the 2012 election and the Internet circulation of the Obama "Rope" image, an unsettling remix of Shepard Fairey's "Hope" poster in which President Obama is represented as a lynching victim. No matter the context, these re-circulations of lynching imagery introduce past racial practices and beliefs into the current moment. If racism may be confronted and resisted pedagogically, and if racism as a social institution in the present is a product of history, what then is our responsibility to address these images—both their present re-circulations and their function as historical artifacts—as teachers (and perhaps also as parents)? How, also, might we address these images responsibly without reasserting the violent and oppressive visual practices at work within them? This session responds to these and similar questions through a collaborative workshop structure intended to generate an understanding of what lynching imagery was to the culture of the United States in the early twentieth century, what lynching imagery means for the current moment, and what pedagogical tactics we may employ not only to confront America's legacy of lynching, but also to confront the ways in which that legacy continues to shape and influence racial inequalities today. Dr. Scott Gage, PhD, CSU-Pueblo---BREAKOUT SESSION 2

**Disrupting Privilege: A High School Curriculum**- This presentation summarizes a recently completed dissertation entitled "Disrupting Privilege: A High School Curriculum." Current privilege pedagogy scholarship demonstrates the importance of understanding privilege as an entryway into critical studies and everyday community engagement. Involving high school students more often in these conversations, can teach students to think critically and engage in disrupting systems of power and, in return, potentially transform communities as well as pave the way for deeper, more sophisticated conversations in college. Dr. Cassidy Higgins, PhD---BREAKOUT SESSION 2

**Drugs in the Community Your Children Know About-** This workshop provides valuable training to help identify substances of abuse and create a better understanding of the effects illicit drug use has on all of us. Attendees have a better understanding of some of the new ways teens and college students are abusing alcohol to get drunk. Attendees will have a better understanding of drugs in general, to include the latest trends to color, flavor and market drugs to our children. And participants will have the opportunity to discuss drug trends that are most popular with teens, to include terminology and paraphernalia used. Lynn Riemer, President of ACT on Drugs, Inc. ---BREAKOUT SESSION 3

**Early Childhood Education-** In this presentation the audience will learn about multiculturalism, diversity and, interculturalism. We will explore what young learners are experiencing being in a preschool setting, to include the social emotion aspect, the way in which children develop a second language, and how to embrace and support cultural competence in the school environment. Shana Lachowicz, MA, CPCD---BREAKOUT SESSION 2

**Elementary Education: Leading for Tomorrow-** In today's world, elementary students must have access to 21<sup>st</sup> century tools to create a world for all to live, learn, lead and grow. Critical Thinking skills integrated with creativity, rigor and diverse instructional strategies are essential for learners to communicate, problem-solve and lead for the future. This presentation introduces parents to strategies that promote personal learning using innovative concepts that can be used at home and school. Activities are provided to enhance parent's skills to support the positive contributions young children can make in their daily life i.e. goal-setting, service learning, decision-making, collaboration, effort and teamwork to name a few. Theresa Newsome, Facilitator of the Black Educator's Network---BREAKOUT SESSION 1

**Engaging Our Community Leaders to help at Risk Youth in Colorado Springs-**Rex Tonkins, MA. Curriculum Development, Founder of Destiny Projects ---BREAKOUT SESSION 3

**English Language Learners: Your Child's and Your Rights-** Title VI of the Civil Rights Act of 1964, is designed to ensure English Language Learner students have access to quality education programs. This presentation will discuss schools' responsibilities to ELL students. Further, the presentation will address prohibition against placing ELL students in special education solely on the basis of language, and the requirement that schools must communicate with ELL parents about school-related matters in a language that the parents understand. Angela Martinez-Gonzalez, Esq., US Dept of Education, Office of Civil Rights---BREAKOUT SESSION 1

**Generation M: Misogyny in Media and Culture (2008)-** This film by Thomas Keith tracks the destructive dynamics of misogyny across a broad and disturbing range of media phenomena: including the hyper-sexualization of commercial products aimed at girls, the explosion of violence in video games aimed at boys, the near-hysterical sexist rants of hip-hop artists and talk radio shock jocks, and the harsh, patronizing caricatures of femininity and feminism that reverberate throughout the mainstream of American popular culture. Facilitated by Dr. Heidi Lewis, PhD, CC---BREAKOUT SESSION 2

**Getting Schooled: Hip Hop Education and Social Justice-**Dr. James Braxton Peterson, PhD---BREAKOUT SESSION 2

**Hip-hop Pedagogy for Student Learning**-Hip-hop can be used in the classroom to educate both students and instructors alike about intersectional social justice issues experienced locally, nationally, and globally. In this workshop, participants will discuss a variety of ways in which hip-hop culture, academia and activism may converge in an effort to transform educational practices. Dr. Stephany Spaulding, PhD, UCCS---BREAKOUT SESSION 1

**Lead with Gung Ho**-Energize your school or other organization with the Gung Ho philosophy. The workshop was created from the book Gung Ho, and best-selling authors Ken Blanchard and Sheldon Bowles . The workshop is designed to offer insight on how to develop synergy with peers, kick-start creativity, and celebrate the process. The workshop focuses on three basic principle of leadership. Participants of the workshop will leave with ideas to increase productivity, improve working relationships, and encourage positive ideas. Vendon Smith, singer, actor and motivational speaker---BREAKOUT SESSION 1

**Pathways Out of the Pipeline: Immigration Options for Undocumented Youth**-How can we bring undocumented youth out of the shadows? What services are available for children without lawful immigration status? How can we increase safety, well-being, and stability for young people facing tough immigration questions. Abbie Johnson from the Rocky Mountain Immigrant Advocacy Network Children's Program will provide training on immigration status options for youth and the rights, risks, and realities that all young undocumented people and their families should know about. The latest information about the Deferred Action for Childhood Arrivals or "DACA" program, local enforcement trends, and other hot topics will also be discussed. Abbie Johnson, Esq.---BREAKOUT SESSION 2

**Preparing Tomorrow's Leaders Today**-Lt. Col. (Ret)) Kickbusch knows what it is like to challenge the world. The founder of Educational Achievement Services also served as the highest-ranking Hispanic woman in the Combat Support Field of the U.S. Army. Consuelo Castillo Kickbusch, Director EAS---BREAKOUT SESSION 2

**Raising a Prince on Food Stamps**-How do you inspire your children to reach their goals by setting an example through your goals? Dr. Regina Lewis, PhD., PPCC---BREAKOUT SESSION 2

**Roots to Wings: Talking to Your Children About Sex**-This curriculum developed by Colorado Youth Matter will give you the chance to identify natural opportunities to talk about family values and sex with your children. You will also have an opportunity to practice your skills in a manner that will increase trust, confidence and continuing conversation. Katie Raitz, Colorado Youth Creates---BREAKOUT SESSION 3

**Section 504, Title II, and Students with Disabilities in Public Schools** -Section 504 and Title II prohibit education discrimination based on disability. This session provides an overview of a school's obligations; explains the requirement to provide a Free Appropriate Public Education (FAPE); discusses identifying and evaluating students with disabilities; defines "disability" and how it differs from the Individuals with Disabilities Education Act (IDEA); addresses placement procedures, academic settings, reevaluation, discipline, procedural safeguards, and the requirement that disabled students be provided the opportunity to participate in extracurricular and non-academic activities. Georgia Montoya, Esq., US Dept of Education, Office of Civil Rights---BREAKOUT SESSION 2

**Strategies for Academic Success for Latino Students: Increasing Latino Parent Involvement in Schools-**

Hispanic students who experience positive adult relationships in and out of school tend to develop better school and work outcomes. Further, they possess higher self-esteem, better health, have less gang involvement and more exposure to positive social norms. Participants will learn strategies to understand and dispel stereotypic beliefs and assumptions about the strengths and abilities of Hispanic parents; will increase their knowledge about the importance of family involvement in Hispanic student achievement; and strategies to implement Hispanic family involvement in the school system in order to increase Hispanic student academic success. Sandra Hernandez, MSW, Centro de la Familia and Dr. Fae Garcia-Bush, Ed.D, MSW---BREAKOUT SESSION 3

**The Benefits of the Creative Process**-Artist George Miller, the genius behind the design for the Summit Program for the last three years will lead participants on a journey of self-expression and self-awareness. George Miller III, artist and inspirational speaker---BREAKOUT SESSION 1

**The Bro Code: How Contemporary Culture Creates Sexist Men (2011)**-Filmmaker Thomas Keith takes aim at the forces in male culture that condition boys and men to dehumanize and disrespect women. Keith breaks down a range of contemporary media forms, zeroing in on movies and music videos that glamorize womanizing, pornography that trades in the brutalization of women, comedians who make fun of sexual assault, and a groundswell of men's magazines and cable TV shows that revel in old-school myths of American manhood. Even as epidemic levels of men's violence against women persist in the real world, the message Keith uncovers in virtually every corner of our entertainment culture is clear: It's not only normal -- but cool -- for boys and men to control and humiliate women. Arguing that there's nothing normal, natural, or inevitable about this mentality, The Bro Code challenges young people, young men and women alike, to step up and fight back against the idea that being a real man means being sexist. Moderated Film---BREAKOUT SESSION 1

**The Children's March and the Civil Rights Movement**-2014 marks the 50<sup>th</sup> anniversary of the adoption of the Civil Rights Act. In May of 1963, thousands of children were arrested in Birmingham, Alabama for peacefully demonstrating for their rights and the rights of their parents. This session is designed to remind us that youth have the power to change the world and to educate each of us on the Civil Rights Movement in the United States---BREAKOUT SESSION 3

**Title IX**- Title IX regulations prohibit a recipient of Federal financial assistance from the U.S. Department of Education from treating individuals differently or denying or limiting benefits to individuals on the basis of sex. The regulations contain specific provisions relating to athletic opportunities, which are an integral part of an institution's education program. This presentation will provide participants with a broad overview of a recipient's obligations for compliance with Title IX as it pertains to athletics. It will include a chronology of laws, regulations, and court cases, OCR policy publications and guidance, and explanations of their effect in a variety of athletic issues such as competition, equipment and supplies, game schedules, travel, locker rooms and facilities, and a plethora of athletics-related issues. Virginia Wilson-Cobble, Esq., US Dept of Education, Office of Civil Rights ---BREAKOUT SESSION 3

**Using Humor to Educate**-Join world renowned comedienne, Edwonda White and get inspired to make learning fun again. Edwonda White, stand up comedienne, writer, and actress---BREAKOUT SESSION 1

**What You Should Know About Education Reform in Colorado-** Learn about the school system of which you are a part. Discover the differences between Colorado's current school finance act and the proposed Public School Finance Act that aims to remedy the inequities in how dollars are spent on schools in Colorado. Phillip will talk about his eye-opening summer spent campaigning for the Public School Finance Act and share the lessons learned. Participants will walk away with an understanding of how Colorado is on the forefront of this civil rights movement. Phillip Ramsey, Master Student UCCS---  
BREAKOUT SESSION 2

**Yes, your child can make it to a career in Medicine or STEM-**This session is designed to provide information for parents and professionals on the need to promote careers in Medicine as well as other Science, Technology, Engineering and Math fields for children of color. It will explore the rigors of college readiness, data on current achievement, as well as information on minority medical specialty choices and participation in healthcare for underserved populations. Dr. Uchenna Njiaju, MD, FACP---  
BREAKOUT SESSION 3

#### Youth:

**Appreciative Inquiry: Be a Leader in Your Own Life-**Participants in this session will become familiar with the tools of *Appreciative Inquiry* as a powerful, transformational vehicle of personal growth and change. Identifying one's positive core is the first step of many that support the opportunity to live to our highest potential. By engaging in the 4-D process (Discovery, Dream, Design and Destiny), participants will create positive attainable goals to truly Be a Leader in Their Own Life and "be the change they want to see in the world." Dr. Corrine Harmon, PhD, UCCS---BREAKOUT SESSION 1

**Being an effective leader in a multicultural community-** Explore your self-identify, your own prejudices, how you developed them, and how to let go of them in order to be a more effective leader. Daniel Escalante---BREAKOUT SESSION 2

**Camp Amache-Internment of the Japanese**---BREAKOUT SESSION 1

**CÓMO PAGAR LA UNIVERSIDAD** (Spanish) Si necesitan ayuda para pagar la universidad, esta sesión es para ustedes. Obtendrán información valiosa acerca de los costos de la universidad, los tipos de ayuda financiera disponibles y cómo solicitarlos. Esto puede parecer como un proceso muy complicado, por eso Colegio en Colorado, (una iniciativa del Departamento de Educación Superior de Colorado), está aquí para ayudarles a comprender todos los pasos y para responder a sus preguntas.) Brenda Navarrete, College in Colorado---BREAKOUT SESSION 2

**Creating Empathy and Breaking Gender Stereotypes-**9 out of 10 GLBTQ youth have experienced harassment at school. In addition, for every lesbian, gay, or bisexual youth who is bullied, four straight students who are perceived to be gay or lesbian are bullied. PEAQ, Inside/Out Youth Services---  
BREAKOUT SESSION 2

**Creating your own personal brand-**Personal branding is extremely important in today's "viral" society. Every personal action can be recorded and downloaded for the world to see, in a few keystrokes. This workshop is designed to discuss ways to consciously create a positive on-line presence, ex. Facebook,

Twitter, Instagram, LinkedIn, etc. It will examine lasting consequences of a negative on-line branding. Participants will discuss ways to build positive on-line profiles, and limit negative on-line experiences. #Hitchaboi #facebooknightmare #needajob4life #Internetforever. Vendon Smith, Singer, Actor, and Motivational Speaker---BREAKOUT SESSION 3

**Discover Yourself and Your Potential Through Sports**-Richard Riley, D-49, shares his experiences as an Olympic hopeful and discusses the value of sports as a venue to self-esteem, education, employment and relationships. Richard Riley---BREAKOUT SESSION 1

**Drugs Awareness for Teens**-The majority of children, teens, and college students using drugs are not drug addicts, they are simply experimenting. The types of Drugs out on the street continue to change; many are sold online, in gas stations and in smoke shops. Many are legal and have devastating consequences. Addiction may result in changes in the brain that lead to tolerance, physical dependence, craving and relapse. The consequences of alcohol and drug abuse extend well beyond the individual user. It affects family, friends, coworkers, businesses, and the entire community. Lynn Riemer, ACT on Drugs---BREAKOUT SESSION 2

**Education by Any Means Necessary**-Discusses the importance of education, highlights key facts about accreditation, and culminates with essential information about understanding financial aid. Louis Fletcher, PhD, Troy University---BREAKOUT SESSION 3

**Empowering Youth Through Dance**-Experience Hip Hop with Suave', founder of HipHopConnXion HQ in Chicago. Wear your gym shoes! If this is your first dance experience, don't be intimidated, the session will begin with an introduction to Hip Hop fundamentals. All participants are auditioning to perform in the closing ceremony at the Summit. Suave, Founder and Executive Director Nationwide, and Co-Artistic Director of HHC HQ---BREAKOUT SESSIONS 1, 2, and 3

**Finding Your voice**- During this session, participants will learn techniques to ease public speaking anxiety and explore ways to use their voice to take action. The session will cover competent public speaking, putting the fun back into public speaking, historical figures use of public speaking and action, and how we can apply what we've learned today to take action in our communities. Katie Puryear-Strempeke, M.A., PPCC---BREAKOUT SESSION 3

**Fizzy Lab. Introduction to a career in Pharmacy**-Join this workshop to explore the role that chemistry has in developing artificial flavors and learn about the possibility of a career as a pharmacist. Kimberly Hutchison, Pre-Pharm Advisor for the University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences---BREAKOUT SESSIONS 1, 2, and 3

**Generation M: Misogyny in Media and Culture** (2008)- This film by Thomas Keith tracks the destructive dynamics of misogyny across a broad and disturbing range of media phenomena: including the hyper-sexualization of commercial products aimed at girls, the explosion of violence in video games aimed at boys, the near-hysterical sexist rants of hip-hop artists and talk radio shock jocks, and the harsh, patronizing caricatures of femininity and feminism that reverberate throughout the mainstream of American popular culture. Facilitated by Dr. Heidi Lewis, PhD, CC---BREAKOUT SESSION 2

**Harassment in the school setting**- The Civil Rights Act of 1964 includes protection based on race, color, gender and disability. What is protected speech and what is inappropriate? How do you advocate for

yourself or for others? What is the school's obligation to respond to harassment? The presentation will also address First Amendment considerations and schools' obligations to ensure students have a safe learning environment in a high tech world with the internet and social network sites. Michael Germano, Esq., US Dept of Ed., Office of Civil Rights---BREAKOUT SESSION 3

**Health Science**-Thinking about Medical School? Join us to experience an emergency room and discover how doctors diagnose and treat diseases--- BREAKOUT SESSIONS 1, 2, and 3

**Hear, Here: Poetry and Spoken Word**-Luke Cissell and other local poets will teach you how to capture your ideas in word and song, and how to perform them for others---BREAKOUT SESSION 1

**Hip Hop's Peace**, Dr. James Braxton Peterson---BREAKOUT SESSION 1

**How to Conquer the Obstacles and Achieve Success**-From living in a box car, to graduating 1<sup>st</sup> in her class at the University of Colorado, US District Court Judge Christine Arguello has turned obstacles into achievements. The first Latina from Colorado to attend Harvard Law school, Judge Arguello has a message of inspiration and hope. Hon. Christine Arguello, US District Court---BREAKOUT SESSION 3

**HOW TO PAY FOR COLLEGE: FINANCIAL AID 101**- If you need help paying for college, this session is for you. You'll get valuable information about college costs, types of financial aid available, and how to apply. This can sometimes seem like a complicated process, so College In Colorado, a free resource for career and college planning, is available to help you understand all the steps and to answer your college funding questions. Brenda Navarrete and Mindy Mickelson, College in Colorado---BREAKOUT SESSION 1

**IMPROV**- Comedienne, Edwonda White will teach you how to think on your feet and to captivate an audience. Hone your public speaking skills and learn from a pro! Edwonda White---BREAKOUT SESSION 2

**It's not about the knockdown: it's about the Get-Up** - This highly interactive, fun and participatory program will empower and encourage all students in attendance and will leave them with the tools they need to overcome the difficult situations they face on a daily basis. Ian J. Humphrey---BREAKOUT SESSION 2

**Journey to the Future: A Roadmap to Success for Youth**--Lt. Col. (Ret)) Kickbusch knows what it is like to lead and to create leaders. The founder of Educational Achievement Services also served as the highest-ranking Hispanic woman in the Combat Support Field of the U.S. Army. Consuelo Castillo Kickbusch, Director EAS and Roy Juarez---BREAKOUT SESSION 3

**Leadership**- In order to be optimally infectious in the arena of change, one should possess the qualities of a true leader. Learn and practice the skills it takes to lead at school, at home and at work. Captain Shellonda Bolton, USAF---BREAKOUT SESSION 2

**Pathways Out of the Pipeline: Immigration Options for Undocumented Youth**-How can we bring undocumented youth out of the shadows? What services are available for children without lawful immigration status? How can we increase safety, well-being, and stability for young people facing tough immigration questions. Abbie Johnson from the Rocky Mountain Immigrant Advocacy Network Children's Program will provide training on immigration status options for youth and the rights, risks,

and realities that all young undocumented people and their families should know about. The latest information about the Deferred Action for Childhood Arrivals or “DACA” program, local enforcement trends, and other hot topics will also be discussed. Abbie Johnson, Esq. ---BREAKOUT SESSION 3

**Pathways2Teaching**-According to the Nat’l Center for Education Statistics for the 2007-2008 school year, 83.5% of teachers were white, 76% were women and the average age was 42.5. Pathways2Teaching is an innovative program designed to encourage high school students of color to consider teaching as a viable career choice. Pathways2Teaching Students and Dr. Margarita Bianco, PhD, UCD ---BREAKOUT SESSION 1

**Peer Panel** –This is your opportunity to talk to college students about any issue: how to balance extra-curricular activities and school, freshman fifteen, roommates, voting when you aren’t at home, loneliness, and anything else you want to know about living on your own and the college experience---BREAKOUT SESSIONS 1, 2, and 3

**The Rule of Law and Governor Carr**-Colorado Governor Ralph Carr was one of the few public officials who took the unpopular stand against the Japanese American internment camps in WWII. Discover why the new Justice Center for the Colorado Supreme Court bears his name, and the importance of the rule of law to our society and your generation. Kenzo Kawanabe, Esq.--- BREAKOUT SESSION 2

**Seeing Race: Confronting Prejudice in Our Daily Lives**- This roundtable session provides participants with a safe space in which to dialogue respectfully with one another about ways of confronting prejudice in their daily lives. Specifically, the session will focus on the ways we see others, the ways we feel we are seen by others, and how those visual practices have the potential both to enact and to resist racial prejudice. Addressing the pro- and anti-lynching movements of the early twentieth century, the session will provide a history of the relationship among vision, racial identity, and racial prejudice in the United States and will ask participants to reflect on and discuss how they share in this history in the present moment. Participants will then work together to identify ways they can confront prejudice by paying attention to and changing the ways they have been taught to see race. Dr. Scott Gage, PhD, CSU-Pueblo---BREAKOUT SESSION 3

**Sex EQ-Leaders and Allies**-GLBTQ youth are routinely subjected to bullying in school, as are straight youth who are perceived to be gay. Participants will have an opportunity to watch the Teaching Tolerance Film, “Bullied, A Student, a School and a Case that Made History,” and then strategize on how to promote gender equity in the school setting. Katie Raitz and Abby Schmid---BREAKOUT SESSION 1

**Street Law to Law School**-Know your legal rights and learn what it takes to have a career as a lawyer. Judge Theresa Cisneros, 4<sup>th</sup> Judicial District---BREAKOUT SESSION 2

**The 3 Little Pig Syndrome**-Thought provoking and motivating, this presentation from Byron Embry, former professional baseball player and international keynote speaker, will help you to cultivate a future out of materials that can withstand “the huffing and puffing” from the “big Bad Wolves” in our everyday life. Byron Embry---BREAKOUT SESSION 3



**The Benefits of the Creative Process**-Artist George Miller, the genius behind our program designs for the last three years will lead participants on a journey of self-expression and self-awareness. George Miller, III, artist and inspirational speaker---BREAKOUT SESSION 1

**The Bro Code: How Contemporary Culture Creates Sexist Men** (2011)-Filmmaker Thomas Keith takes aim at the forces in male culture that condition boys and men to dehumanize and disrespect women. Keith breaks down a range of contemporary media forms, zeroing in on movies and music videos that glamorize womanizing, pornography that trades in the brutalization of women, comedians who make fun of sexual assault, and a groundswell of men's magazines and cable TV shows that revel in old-school myths of American manhood. Even as epidemic levels of men's violence against women persist in the real world, the message Keith uncovers in virtually every corner of our entertainment culture is clear: It's not only normal -- but cool -- for boys and men to control and humiliate women. Arguing that there's nothing normal, natural, or inevitable about this mentality, The Bro Code challenges young people, young men and women alike, to step up and fight back against the idea that being a real man means being sexist. Moderated Film---BREAKOUT SESSION 1

**The Children's March and the Civil Rights Movement**-2014 marks the 50<sup>th</sup> anniversary of the adoption of the Civil Rights Act. In May of 1963, thousands of children were arrested in Birmingham, Alabama for peacefully demonstrating for their rights and the rights of their parents. This session is designed to remind us that youth have the power to change the world and to educate each of us on the Civil Rights Movement in the United States---BREAKOUT SESSION 3

**The Whistle that Changed the World**-In 1955, 14 year old Chicago native, Emmitt Till, was found brutally murdered after he was accused of whistling at a white woman. As the details of his murder became publicly known, the Mississippi Delta became a focal point of rage disbelief and a call for action. International keynote speaker, Byron Embry tells the story that started it all. Byron Embry---BREAKOUT SESSION 2

**What Could He/She Be Thinking?** Understanding the Minds of Boys and Girls. Dakota Hoyt, Executive Director, Gurian Institute---BREAKOUT SESSION 3

**What You Should Know About Education Reform in Colorado**- Learn about the school system of which you are a part. Discover the differences between Colorado's current school finance act and the proposed Public School Finance Act that aims to remedy the inequities in how dollars are spent on schools in Colorado. Phillip will talk about his eye-opening summer spent campaigning for the Public School Finance Act and share the lessons learned. Participants will walk away with an understanding of how Colorado is on the forefront of this civil rights movement. Phillip Ramsey, Master Student UCCS---BREAKOUT SESSION 2

**You are Priceless Diamond. Created to be Radiant**- Do you know that the only difference between a piece of black coal and a priceless diamond is the amount of pressure it has endured? Like a priceless diamond that has been exposed to extremely pressure to produce beautiful radiant colors, without extraordinary adversities in life, you cannot attain extraordinary achievement to enable you reach your earthly destiny. One of the main causes of the cradle of school-to-prison pipeline is how a student deals with adversities of life. Adversities can either make you or break you. After attending this motivational presentation with really life experiences of struggles and triumphs you will leave with inspired sense of

empowerment to take advantage of precious opportunities as they sparkle before you because your best days are just ahead of you to shine like a priceless radiant diamond. Namati Katungu, M.S, Outreach consultant for the Colorado Commission for the Deaf and Hard of Hearing---BREAKOUT SESSION 1

**Your earth, your inheritance**-This energetic session will address the state of the planet that you are inheriting and what you can do about the issues that are facing our earth. Xiuhtezcatl Martinez, Summit Keynote Speaker---BREAKOUT SESSION 2

**YOUth be the Change**-Often times we are motivated by what we can envision. However, sometimes holding on to the vision becomes difficult and our motivation slips away. Packed with action steps to take your good *intentions* to the level of *action*, Dr. Regina Lewis will share insights to take your inspiration to the next level. Dr. Regina Lewis, PhD, PPCC---BREAKOUT SESSION 1



### **BOARD OF EDUCATION AGENDA ITEM 8.04**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer
<b>TITLE OF AGENDA ITEM:</b>	Colorado Digital BOCES/STEM Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION. DESCRIPTION OF NEED:** The Colorado Digital Board of Cooperative Education Services (CDBOCES) was formed with the partnership of Falcon School District 49 and Yuma School District 1 and recognized as an official entity under the Boards of Cooperative Services Act of 1965 (22-5-104, C.R.S.) in May 2013. It's initial purpose was to focus on leading online education in a more proactive manner using the experience and expertise of Falcon School District 49, which resulted in the CDBOCES being approved at the Jun 2013 meeting of the Colorado State Board of Education to open its own online school – The Colorado Preparatory Academy (CPA), to be serviced by K12 Educational Services.

As that project as progressed, Falcon School District has been involved in other, innovative, ideas and topics; one of which, STEM education (Science, Technology, Engineering and Math) has taken greater significance with Colorado Governor John Hickenlooper's July 2013 statement of intent to focus on STEM education in the future. At Falcon School District, we happen to already have a good resource, known in the STEM circles as a leader and passionate advocate for STEM education – Dianne Kingsland. The question that D49 administration has wrestled with is how to proceed. Our preliminary answer is to leverage the CDBOCES' educational legal entity status to get a program off the ground, in a partnership with Colorado Springs School District 11.

**RATIONALE:** An initial thought was to form a separate BOCES for the STEM initiatives, and that may well be where the endeavor ends up. However, as we learned with the creation and formation of the CDBOCES, that process takes some time and Falcon Administration has determined that starting immediately, as a program of the CDBOCES, will be a better launch for the STEM initiatives that we envision.

**RELEVANT DATA AND EXPECTED OUTCOMES:** With Falcon School District employee Dianne Kingsland already facilitating a large group of persons in and around Colorado Springs interested in investing time and resources in STEM education, we believe that opening the program under the umbrella of the CDBOCES will provide a quick and successful launch to this program that then may or may not evolve into its own BOCES.

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

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

**FUNDING REQUIRED:** Yes X No \_\_\_\_

**AMOUNT BUDGETED:**

#### **RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

N/A

**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** September 4, 2013



## **BOARD OF EDUCATION AGENDA ITEM 8.05**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Amber Whetstine
<b>TITLE OF AGENDA ITEM:</b>	TCAP Overview
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** All students in grades 3-10 in the state of Colorado are required to participate in the Transitional Colorado Assessment Program (TCAP). Students are tested in reading, writing and math in grades 3-10 and in science in grades 5, 8 and 10. The purpose of this presentation is to inform the Board about Falcon School District results, achievement, and opportunities for growth.

**RATIONALE:** School Districts in Colorado, utilize state assessment results as one indicator to improvement and enhance student achievement. These results also, impact the accreditation of districts across the state.

**RELEVANT DATA AND EXPECTED OUTCOMES:** See attached.

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No X

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** N/A

**APPROVED BY:** Peter Hilts, CEO

**DATE:** 8-29-13

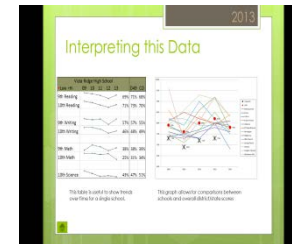
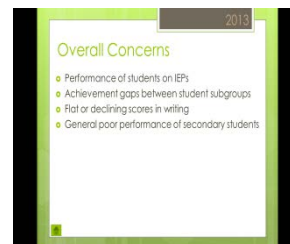
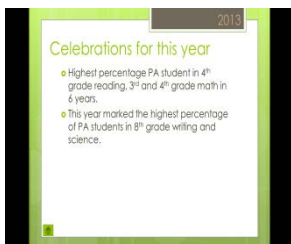
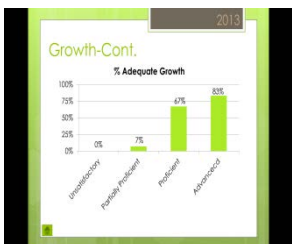
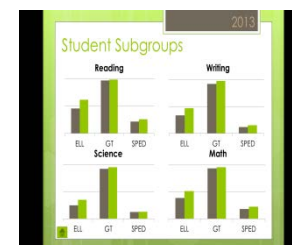
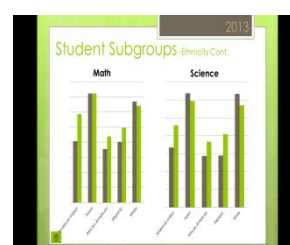
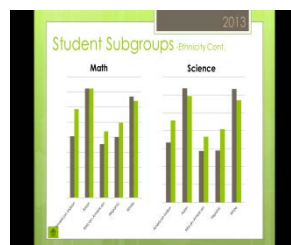
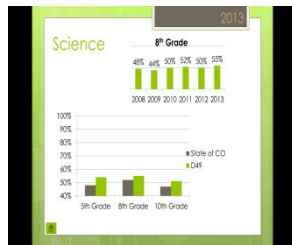
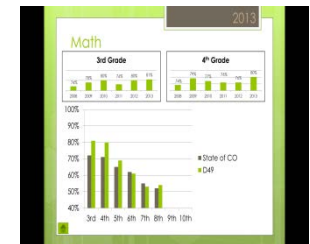
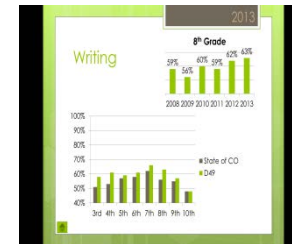
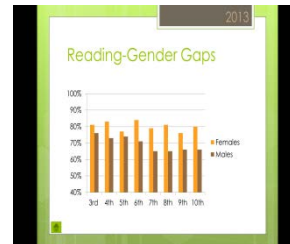
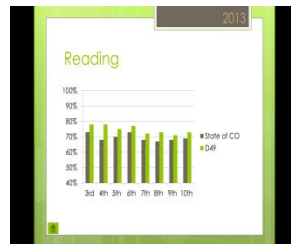
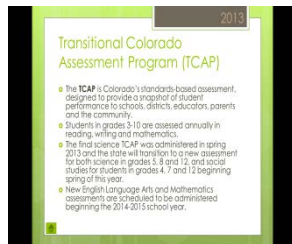


# Transitional Colorado Assessment Program (TCAP) Overview

Presented By: Amber  
Whetstine, Diane Cassidy  
and Katherine Hochevar

Board of Education Work Session  
August 28, 2013

# Index

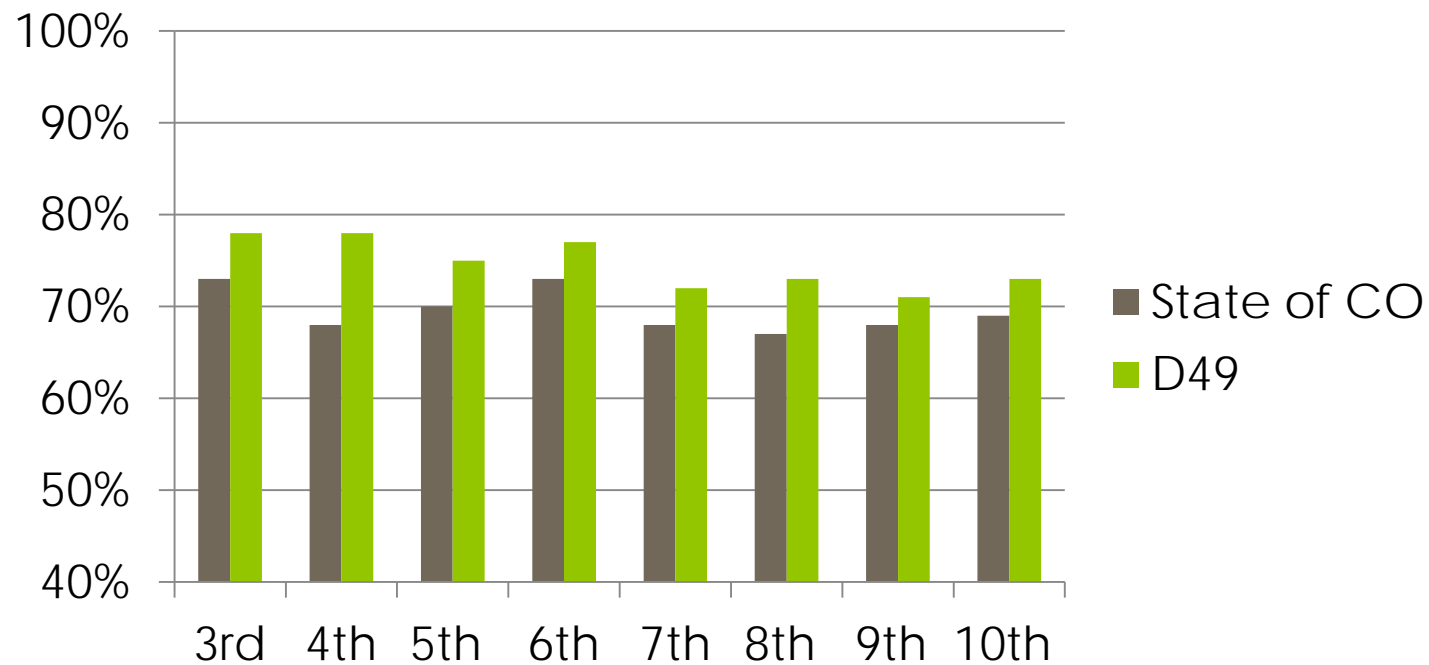


# Transitional Colorado Assessment Program (TCAP)

- The **TCAP** is Colorado's standards-based assessment, designed to provide a snapshot of student performance to schools, districts, educators, parents and the community.
- Students in grades 3-10 are assessed annually in reading, writing and mathematics.
- The final science TCAP was administered in spring 2013 and the state will transition to a new assessment for both science in grades 5, 8 and 12, and social studies for students in grades 4, 7 and 12 beginning spring of this year.
- New English Language Arts and Mathematics assessments are scheduled to be administered beginning the 2014-2015 school year.

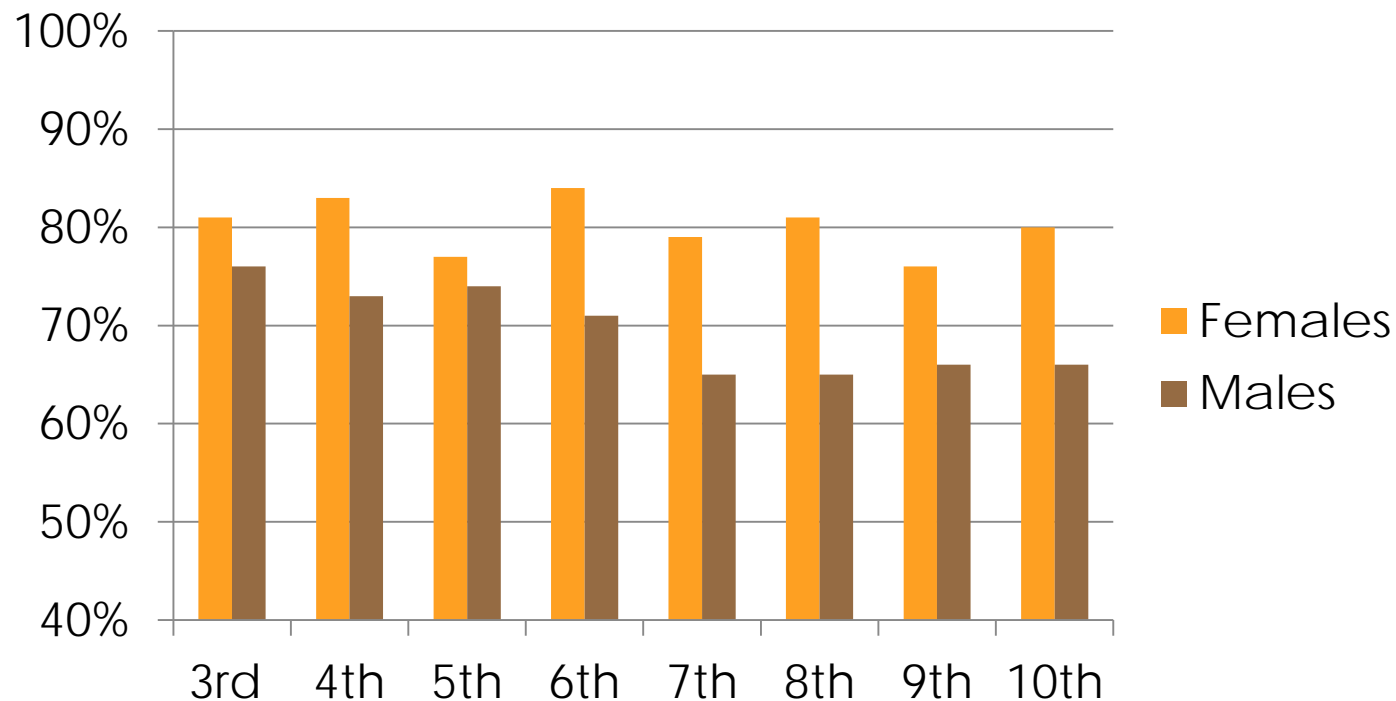


# Reading



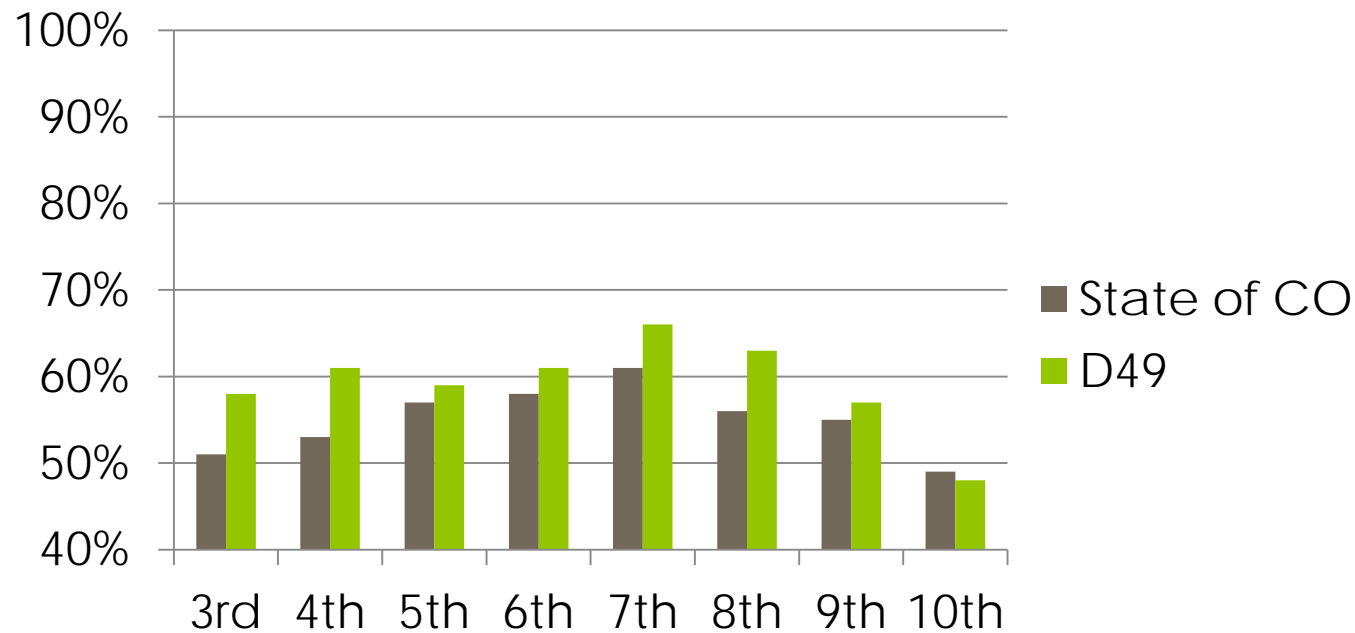
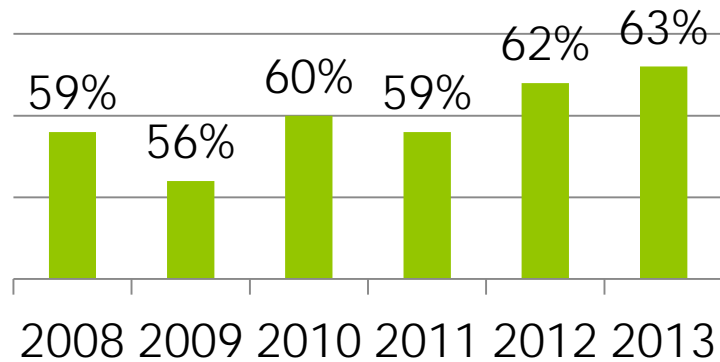


# Reading-Gender Gaps



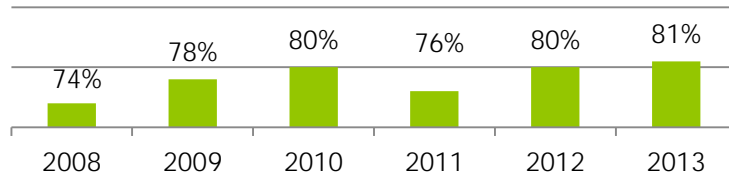
# Writing

## 8<sup>th</sup> Grade

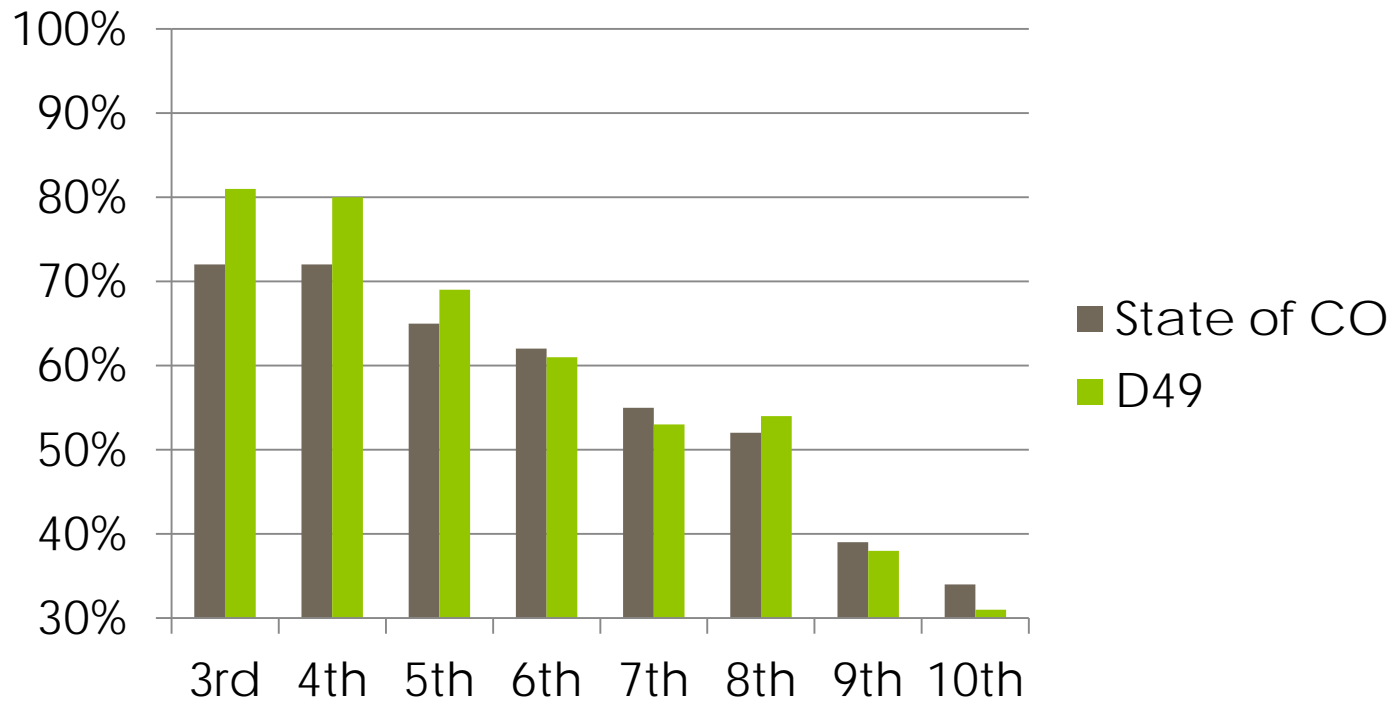
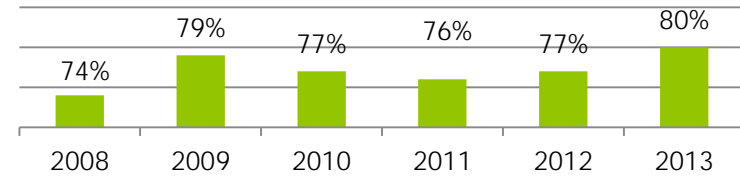


# Math

## 3rd Grade

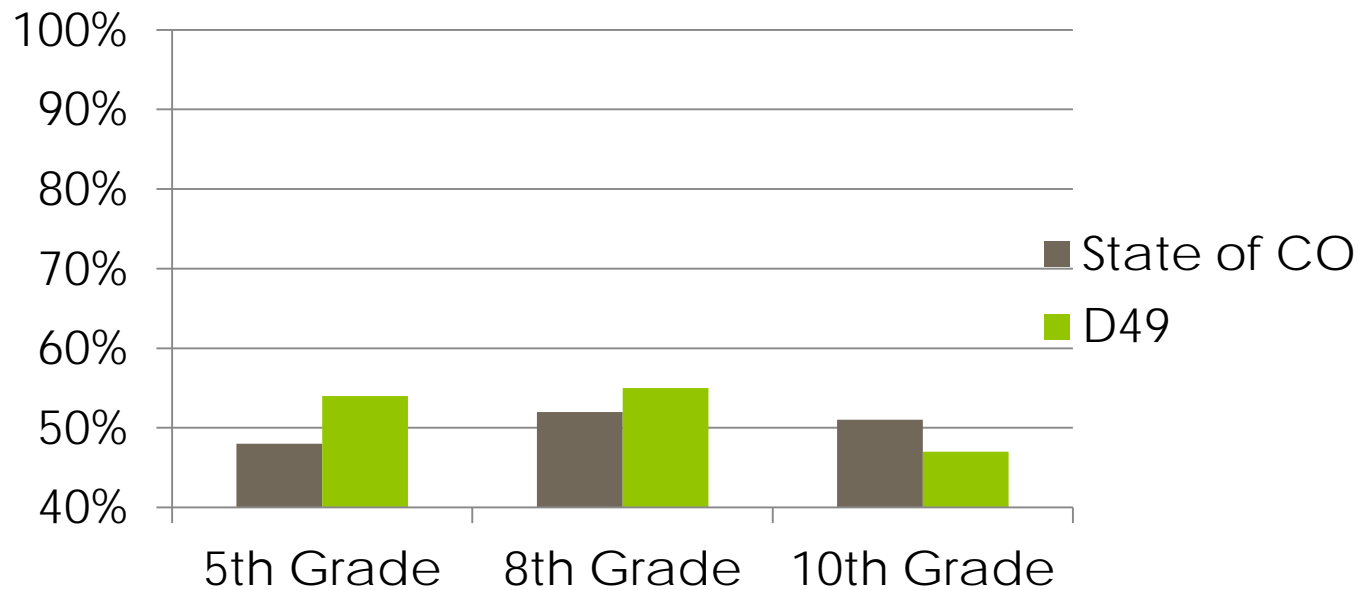
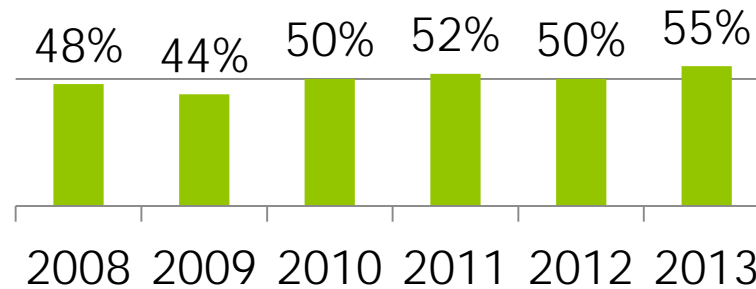


## 4th Grade



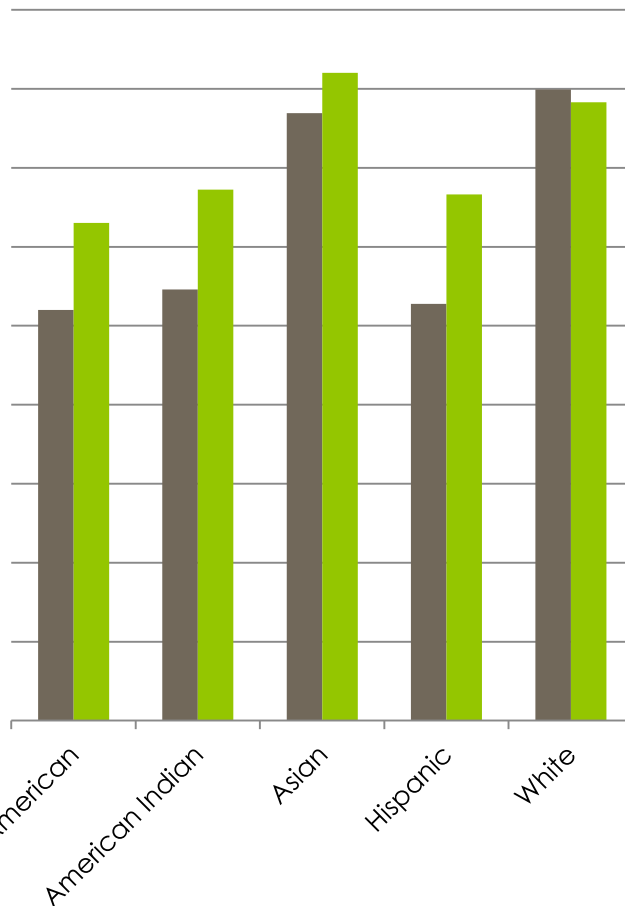
# Science

## 8<sup>th</sup> Grade

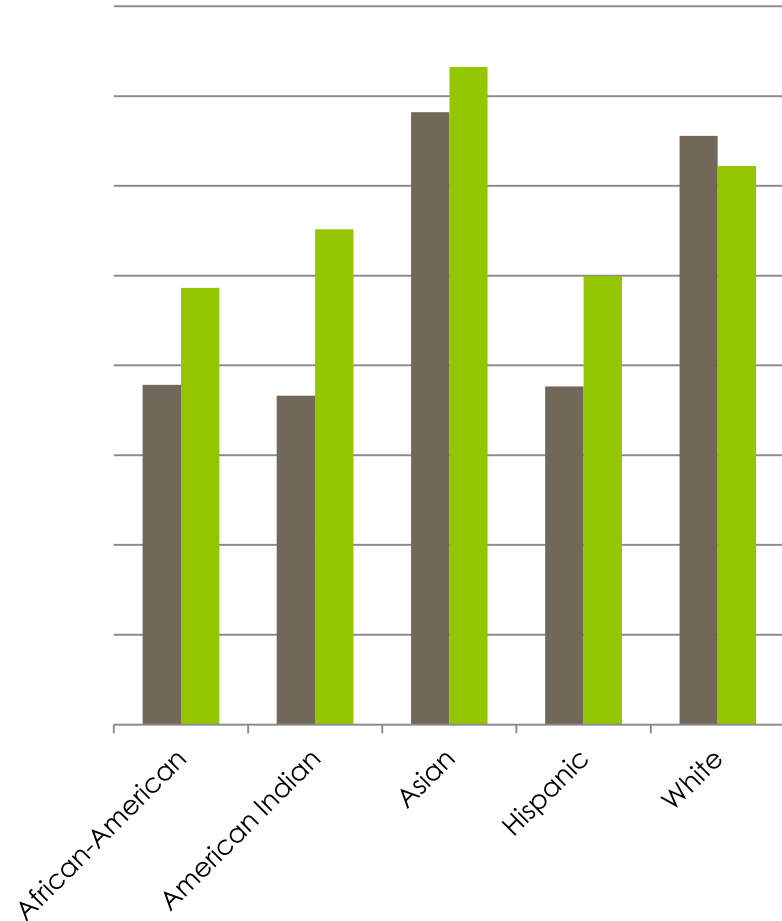


# Student Subgroups-Ethnicity

## Reading

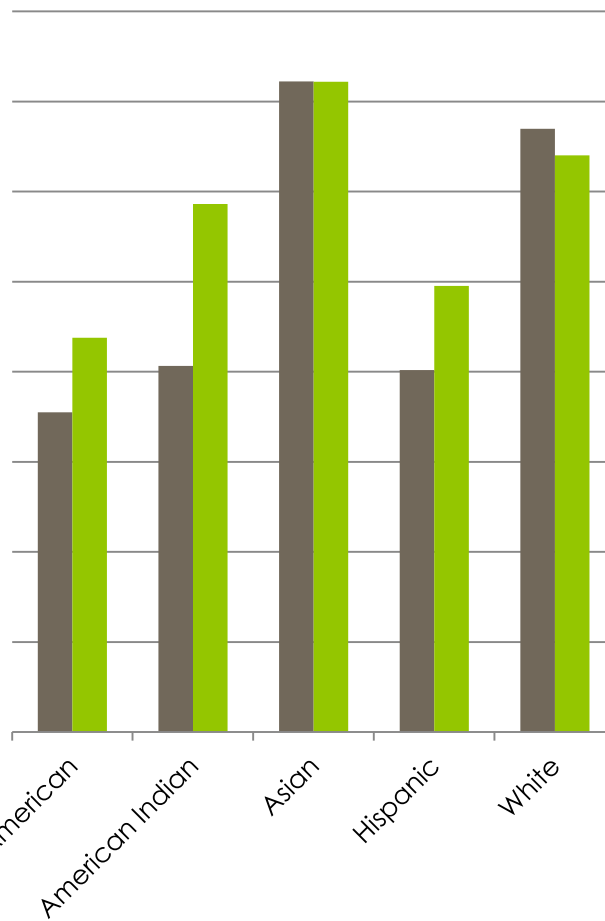


## Writing

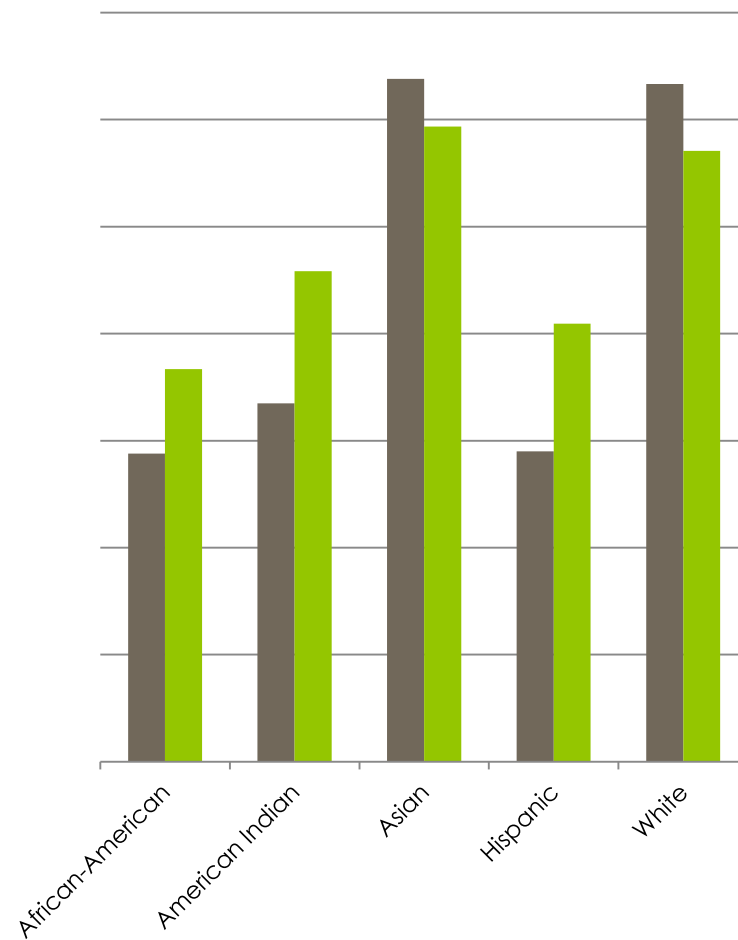


# Student Subgroups -Ethnicity Cont.

## Math

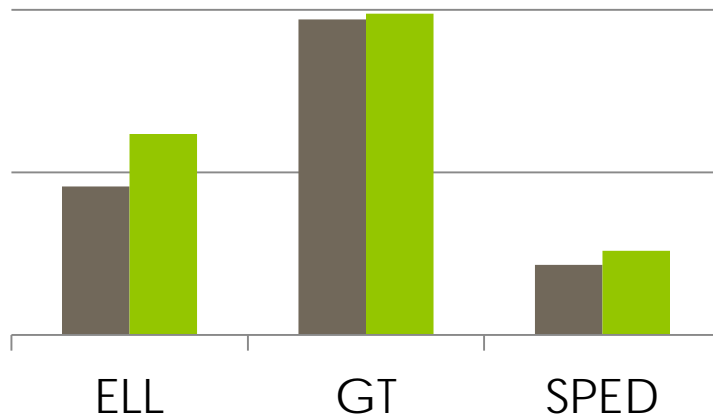


## Science

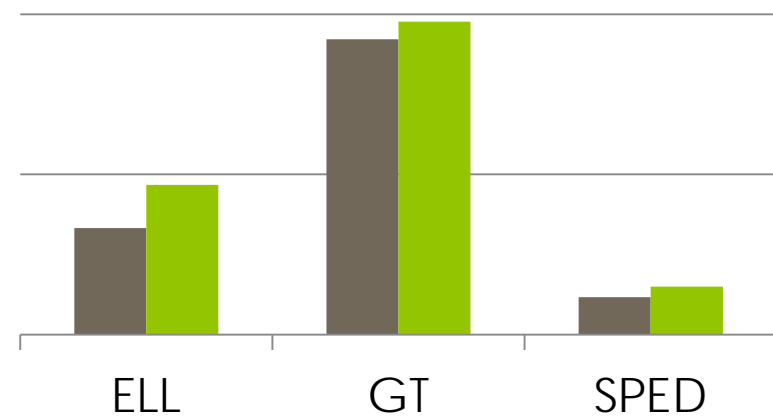


# Student Subgroups

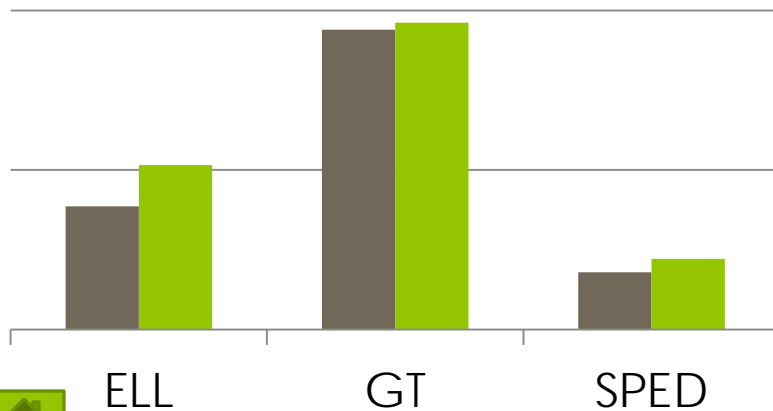
## Reading



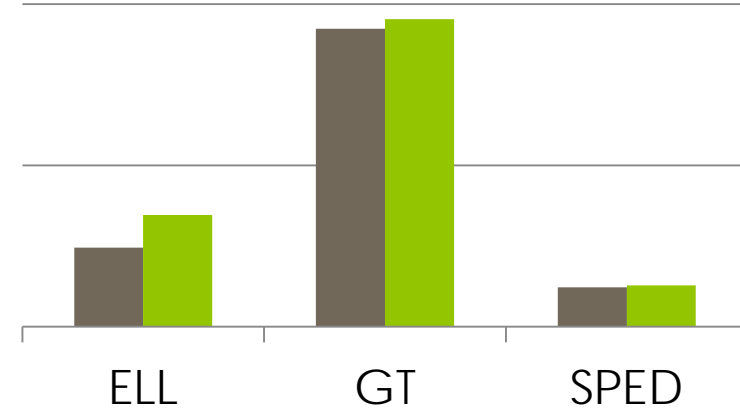
## Writing



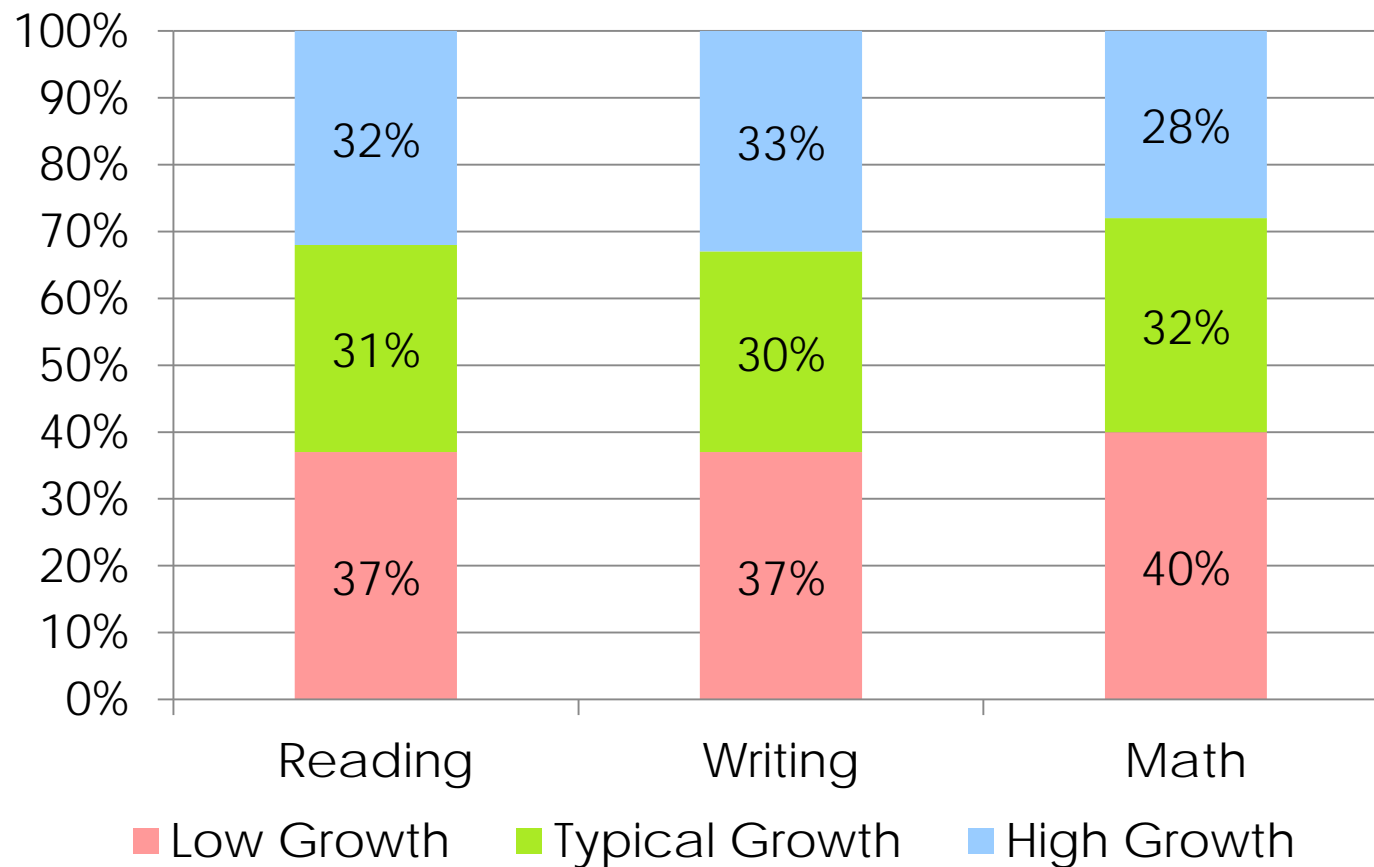
## Math



## Science



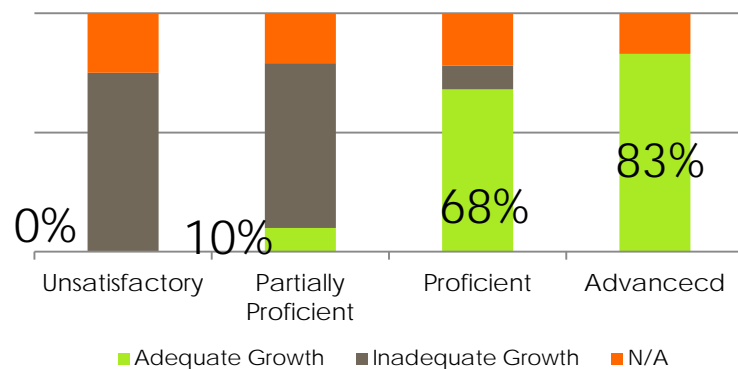
# Growth Data



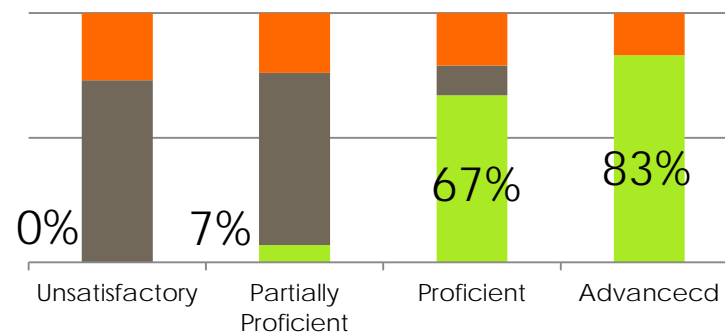


# Growth-Cont.

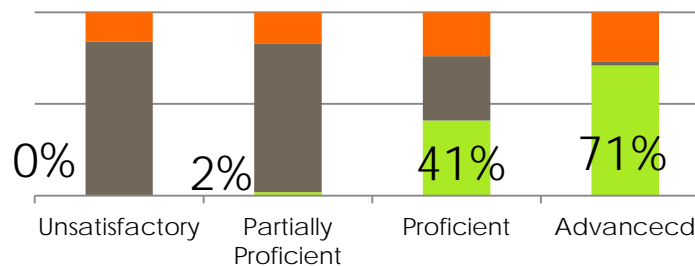
## Reading % Adequate Growth



## Writing % Adequate Growth



## Math % Adequate Growth



# Celebrations for this year

- District
  - 4<sup>th</sup> grade had the highest percentage of students scoring Proficient or Advanced in reading in 6 years.
  - 3<sup>rd</sup> and 4<sup>th</sup> grade had the highest percentage of students scoring Proficient or Advanced in math in 6 years.
  - This year marked the highest percentage of Proficient or Advanced students in 8<sup>th</sup> grade writing and science.
  - We are beginning to close the gender gap in math.
- School-Specific
  - Woodmen Hills Elementary scored 90% Proficient or Advanced in 4<sup>th</sup> grade reading, 92% in 3<sup>rd</sup> grade math and 90% in 4<sup>th</sup> grade math.
  - Pikes Peak School of Expeditionary Learning had the District's highest percentage of students scoring 96% Proficient or Advanced in 8<sup>th</sup> grade reading.
  - Evans International Elementary had their highest scores in 6 years for 3<sup>rd</sup> grade reading, writing and math.
  - Falcon High School performed above the state in all assessment areas.



# Overall Concerns

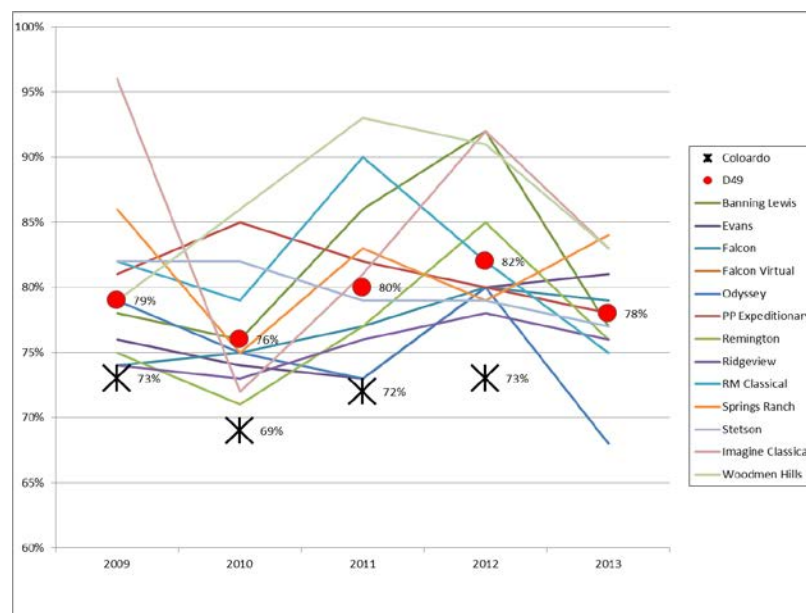
- For students receiving special education services we continue to observe achievement gaps.
- D49 is below state average for students scoring advanced in all content areas.
- Achievement gap widens in math beginning in 5<sup>th</sup> grade for African Americans and Hispanics.
- Students have maintained or declined in writing achievement for the past 6 years.



# Interpreting this Data

Vista Ridge High School						D49	CO
• Low • Hi	09	10	11	12	13		
9th Reading						71%	68%
10th Reading						73%	70%
9th Writing						57%	55%
10th Writing						48%	49%
9th Math						38%	39%
10th Math						31%	34%
10th Science						47%	51%

This table is useful to show trends over time for a single school.



This graph allows for comparisons between schools and overall district/state scores





## Power Zone Program Performance

- At Vista Ridge, the 9<sup>th</sup> grade percentages increased in all subject areas and 10<sup>th</sup> grade percentages showed an overall downward trend from 2009.
- For Skyview, 8<sup>th</sup> grade math was above district and state percentages and 6<sup>th</sup> grade percentages declined in all subject areas.
- Ridgeview showed continuous improvement in 5<sup>th</sup> grade math, while 3<sup>rd</sup> grade declined in all subject areas
- At Stetson, 4<sup>th</sup> grade percentages increased over the prior year, though 3<sup>rd</sup> and 5<sup>th</sup> grade percentages decreased.
- Odyssey saw a 4<sup>th</sup> grade percentage increase in all content, though the downward trend in 3<sup>rd</sup> grade percentages continued.

Vista Ridge High School							
•Low •Hi	09	10	11	12	13	D49	CO
9 <sup>th</sup> Reading						69%	71% 68%
10 <sup>th</sup> Reading						71%	73% 70%
9 <sup>th</sup> Writing						57%	57% 55%
10 <sup>th</sup> Writing						46%	48% 49%
9 <sup>th</sup> Math						38%	38% 39%
10 <sup>th</sup> Math						25%	31% 34%
10 <sup>th</sup> Science						43%	47% 51%

Skyview Middle School							
•Low •Hi	08	09	10	11	12	13	D49 CO
6 <sup>th</sup> Reading							73% 77% 73%
7 <sup>th</sup> Reading							68% 72% 68%
8 <sup>th</sup> Reading							71% 73% 67%
6 <sup>th</sup> Writing							55% 61% 58%
7 <sup>th</sup> Writing							60% 66% 61%
8 <sup>th</sup> Writing							60% 63% 56%
6 <sup>th</sup> Math							61% 61% 62%
7 <sup>th</sup> Math							55% 53% 55%
8 <sup>th</sup> Math							60% 54% 51%
8 <sup>th</sup> Science							51% 55% 52%

Ridgeview Elementary							
•Low •Hi	08	09	10	11	12	13	D49 CO
3 <sup>rd</sup> Reading							76% 78% 73%
4 <sup>th</sup> Reading							70% 78% 68%
5 <sup>th</sup> Reading							83% 75% 70%
3 <sup>rd</sup> Writing							60% 58% 51%
4 <sup>th</sup> Writing							63% 61% 53%
5 <sup>th</sup> Writing							65% 59% 57%
3 <sup>rd</sup> Math							72% 81% 72%
4 <sup>th</sup> Math							76% 80% 72%
5 <sup>th</sup> Math							79% 69% 65%
5 <sup>th</sup> Science							53% 54% 48%

Stetson Elementary							
•Low •Hi	08	09	10	11	12	13	D49 CO
3 <sup>rd</sup> Reading							77% 78% 73%
4 <sup>th</sup> Reading							74% 78% 68%
5 <sup>th</sup> Reading							74% 75% 70%
3 <sup>rd</sup> Writing							61% 58% 51%
4 <sup>th</sup> Writing							66% 61% 53%
5 <sup>th</sup> Writing							52% 59% 57%
3 <sup>rd</sup> Math							70% 81% 72%
4 <sup>th</sup> Math							79% 80% 72%
5 <sup>th</sup> Math							72% 69% 65%
5 <sup>th</sup> Science							54% 54% 48%

Odyssey Elementary							
•Low •Hi	08	09	10	11	12	13	D49 CO
3 <sup>rd</sup> Reading							68% 78% 73%
4 <sup>th</sup> Reading							79% 78% 68%
5 <sup>th</sup> Reading							74% 75% 70%
3 <sup>rd</sup> Writing							44% 58% 51%
4 <sup>th</sup> Writing							51% 61% 53%
5 <sup>th</sup> Writing							53% 59% 57%
3 <sup>rd</sup> Math							63% 81% 72%
4 <sup>th</sup> Math							72% 80% 72%
5 <sup>th</sup> Math							58% 69% 65%
5 <sup>th</sup> Science							52% 54% 48%



## Program Performance

- Falcon High was above district and state in all assessment areas, though it had the lowest percentage in 6 years for 10<sup>th</sup> grade writing.
- At Falcon Middle School, there was a notable increase for the 8<sup>th</sup> grade and a decline in 6<sup>th</sup> and 7<sup>th</sup> grades for all subject areas.
- At Falcon Elementary, 3<sup>rd</sup> grade reading continued to trend upward and 5<sup>th</sup> grade had 6-year lows in reading, writing and math.
- Meridian Ranch was above state percentages in all assessments and had a decline in 5<sup>th</sup> reading and writing.
- Woodmen Hills trended upward for 4<sup>th</sup> grade in all subject areas and 5<sup>th</sup> grade trended downward in reading and writing

Falcon High School									
•Low •Hi	08	09	10	11	12	13	D49	CO	
9 <sup>th</sup> Reading							75%	71%	68%
10 <sup>th</sup> Reading							78%	73%	70%
9 <sup>th</sup> Writing							63%	57%	55%
10 <sup>th</sup> Writing							51%	48%	49%
9 <sup>th</sup> Math							43%	38%	39%
10 <sup>th</sup> Math							35%	31%	34%
10 <sup>th</sup> Science							57%	47%	51%

Falcon Elementary									
•Low •Hi	08	09	10	11	12	13	D49	CO	
3 <sup>rd</sup> Reading							79%	78%	73%
4 <sup>th</sup> Reading							68%	78%	68%
5 <sup>th</sup> Reading							67%	75%	70%
3 <sup>rd</sup> Writing							47%	58%	51%
4 <sup>th</sup> Writing							48%	61%	53%
5 <sup>th</sup> Writing							48%	59%	57%
3 <sup>rd</sup> Math							73%	81%	72%
4 <sup>th</sup> Math							88%	80%	72%
5 <sup>th</sup> Math							65%	69%	65%
5 <sup>th</sup> Science							50%	54%	48%

Meridian Ranch Elementary									
•Low •Hi	08	09	10	11	12	13	D49	CO	
3 <sup>rd</sup> Reading							78%	78%	73%
4 <sup>th</sup> Reading							76%	78%	68%
5 <sup>th</sup> Reading							81%	75%	70%
3 <sup>rd</sup> Writing							52%	58%	51%
4 <sup>th</sup> Writing							60%	61%	53%
5 <sup>th</sup> Writing							65%	59%	57%
3 <sup>rd</sup> Math							74%	81%	72%
4 <sup>th</sup> Math							82%	80%	72%
5 <sup>th</sup> Math							72%	69%	65%
5 <sup>th</sup> Science							63%	54%	48%

Falcon Middle School									
•Low •Hi	08	09	10	11	12	13	D49	CO	
6 <sup>th</sup> Reading							78%	77%	73%
7 <sup>th</sup> Reading							75%	72%	68%
8 <sup>th</sup> Reading							79%	73%	67%
6 <sup>th</sup> Writing							63%	61%	58%
7 <sup>th</sup> Writing							70%	66%	61%
8 <sup>th</sup> Writing							70%	63%	56%
6 <sup>th</sup> Math							59%	61%	62%
7 <sup>th</sup> Math							58%	53%	55%
8 <sup>th</sup> Math							61%	54%	51%
8 <sup>th</sup> Science							61%	55%	52%

Woodmen Hills Elementary									
•Low •Hi	08	09	10	11	12	13	D49	CO	
3 <sup>rd</sup> Reading							83%	78%	73%
4 <sup>th</sup> Reading							90%	78%	68%
5 <sup>th</sup> Reading							76%	75%	70%
3 <sup>rd</sup> Writing							61%	58%	51%
4 <sup>th</sup> Writing							78%	61%	53%
5 <sup>th</sup> Writing							62%	59%	57%
3 <sup>rd</sup> Math							92%	81%	72%
4 <sup>th</sup> Math							90%	80%	72%
5 <sup>th</sup> Math							74%	69%	65%
5 <sup>th</sup> Science							54%	54%	48%



## Sand Creek Zone Program Performance

- At Sand Creek High, 10<sup>th</sup> grade percentages increased or remained constant and 9<sup>th</sup> grade percentages declined in all subject areas.
- At Horizon, the 6<sup>th</sup> grade reading score increased for the 2<sup>nd</sup> consecutive year, though math scores were at a 6-year low across grade levels.
- Evans Elementary increased percentages in 3<sup>rd</sup> and 4<sup>th</sup> grade in all subject areas, though 5<sup>th</sup> grade declined in writing, math and science.
- Remington had a 4<sup>th</sup> grade increase in all content areas, but 5<sup>th</sup> grade had the lowest percentage in 6 years for all content areas
- At Springs Ranch, 5<sup>th</sup> grade increased in all subject areas and 4<sup>th</sup> grade percentages inconsistent with other grade levels in writing

Sand Creek High School							
•Low •Hi	08	09	10	11	12	13	D49 CO
9 <sup>th</sup> Reading							75% 71% 68%
10 <sup>th</sup> Reading							78% 73% 70%
9 <sup>th</sup> Writing							63% 57% 55%
10 <sup>th</sup> Writing							51% 48% 49%
9 <sup>th</sup> Math							43% 38% 39%
10 <sup>th</sup> Math							35% 31% 34%
10 <sup>th</sup> Science							57% 47% 51%

Evans Elementary							
•Low •Hi	08	09	10	11	12	13	D49 CO
3 <sup>rd</sup> Reading							81% 78% 73%
4 <sup>th</sup> Reading							71% 78% 68%
5 <sup>th</sup> Reading							69% 75% 70%
3 <sup>rd</sup> Writing							68% 58% 51%
4 <sup>th</sup> Writing							55% 61% 53%
5 <sup>th</sup> Writing							56% 59% 57%
3 <sup>rd</sup> Math							87% 81% 72%
4 <sup>th</sup> Math							71% 80% 72%
5 <sup>th</sup> Math							58% 69% 65%
5 <sup>th</sup> Science							48% 54% 48%

Remington Elementary							
•Low •Hi	08	09	10	11	12	13	D49 CO
3 <sup>rd</sup> Reading							76% 78% 73%
4 <sup>th</sup> Reading							74% 78% 68%
5 <sup>th</sup> Reading							64% 75% 70%
3 <sup>rd</sup> Writing							61% 58% 51%
4 <sup>th</sup> Writing							54% 61% 53%
5 <sup>th</sup> Writing							47% 59% 57%
3 <sup>rd</sup> Math							80% 81% 72%
4 <sup>th</sup> Math							70% 80% 72%
5 <sup>th</sup> Math							52% 69% 65%
5 <sup>th</sup> Science							43% 54% 48%

Horizon Middle School							
•Low •Hi	08	09	10	11	12	13	D49 CO
6 <sup>th</sup> Reading							73% 77% 73%
7 <sup>th</sup> Reading							68% 72% 68%
8 <sup>th</sup> Reading							71% 73% 67%
6 <sup>th</sup> Writing							55% 61% 58%
7 <sup>th</sup> Writing							60% 66% 61%
8 <sup>th</sup> Writing							60% 63% 56%
6 <sup>th</sup> Math							61% 61% 62%
7 <sup>th</sup> Math							55% 53% 55%
8 <sup>th</sup> Math							60% 54% 51%
8 <sup>th</sup> Science							51% 55% 52%

Springs Ranch Elementary							
•Low •Hi	08	09	10	11	12	13	D49 CO
3 <sup>rd</sup> Reading							84% 78% 73%
4 <sup>th</sup> Reading							77% 78% 68%
5 <sup>th</sup> Reading							80% 75% 70%
3 <sup>rd</sup> Writing							69% 58% 51%
4 <sup>th</sup> Writing							58% 61% 53%
5 <sup>th</sup> Writing							66% 59% 57%
3 <sup>rd</sup> Math							87% 81% 72%
4 <sup>th</sup> Math							81% 80% 72%
5 <sup>th</sup> Math							71% 69% 65%
5 <sup>th</sup> Science							60% 54% 48%





## iConnect Program Performance

Banning Lewis									
•Low •Hi	08	09	10	11	12	13	D49	CO	
3 <sup>rd</sup> Reading		77%	78%	73%					
4 <sup>th</sup> Reading		86%	78%	68%					
5 <sup>th</sup> Reading		82%	75%	70%					
6 <sup>th</sup> Reading		89%	77%	73%					
7 <sup>th</sup> Reading		82%	72%	68%					
8 <sup>th</sup> Reading		69%	73%	67%					
3 <sup>rd</sup> Writing		50%	58%	51%					
4 <sup>th</sup> Writing		59%	61%	53%					
5 <sup>th</sup> Writing		67%	59%	57%					
6 <sup>th</sup> Writing		80%	61%	58%					
7 <sup>th</sup> Writing		69%	66%	61%					
8 <sup>th</sup> Writing		65%	63%	56%					
3 <sup>rd</sup> Math		85%	81%	72%					
4 <sup>th</sup> Math		86%	80%	72%					
5 <sup>th</sup> Math		79%	69%	65%					
6 <sup>th</sup> Math		89%	61%	62%					
7 <sup>th</sup> Math		60%	53%	55%					
8 <sup>th</sup> Math		59%	54%	51%					
5 <sup>th</sup> Science		67%	54%	48%					
8 <sup>th</sup> Science		69%	55%	52%					

PPSEL									
•Low •Hi	08	09	10	11	12	13	D49	CO	
3 <sup>rd</sup> Reading		78%	78%	73%					
4 <sup>th</sup> Reading		79%	78%	68%					
5 <sup>th</sup> Reading		74%	75%	70%					
6 <sup>th</sup> Reading		81%	77%	73%					
7 <sup>th</sup> Reading		83%	72%	68%					
8 <sup>th</sup> Reading		96%	73%	67%					
3 <sup>rd</sup> Writing		58%	58%	51%					
4 <sup>th</sup> Writing		62%	61%	53%					
5 <sup>th</sup> Writing		66%	59%	57%					
6 <sup>th</sup> Writing		53%	61%	58%					
7 <sup>th</sup> Writing		80%	66%	61%					
8 <sup>th</sup> Writing		61%	63%	56%					
3 <sup>rd</sup> Math		77%	81%	72%					
4 <sup>th</sup> Math		87%	80%	72%					
5 <sup>th</sup> Math		68%	69%	65%					
6 <sup>th</sup> Math		58%	61%	62%					
7 <sup>th</sup> Math		60%	53%	55%					
8 <sup>th</sup> Math		74%	54%	51%					
5 <sup>th</sup> Science		55%	54%	48%					
8 <sup>th</sup> Science		52%	55%	52%					

RMCA									
•Low •Hi	08	09	10	11	12	13	D49	CO	
3 <sup>rd</sup> Reading		75%	78%	73%					
4 <sup>th</sup> Reading		81%	78%	68%					
5 <sup>th</sup> Reading		86%	75%	70%					
6 <sup>th</sup> Reading		77%	77%	73%					
7 <sup>th</sup> Reading		73%	72%	68%					
8 <sup>th</sup> Reading		77%	73%	67%					
3 <sup>rd</sup> Writing		55%	58%	51%					
4 <sup>th</sup> Writing		63%	61%	53%					
5 <sup>th</sup> Writing		63%	59%	57%					
6 <sup>th</sup> Writing		74%	61%	58%					
7 <sup>th</sup> Writing		57%	66%	61%					
8 <sup>th</sup> Writing		67%	63%	56%					
3 <sup>rd</sup> Math		89%	81%	72%					
4 <sup>th</sup> Math		77%	80%	72%					
5 <sup>th</sup> Math		73%	69%	65%					
6 <sup>th</sup> Math		68%	61%	62%					
7 <sup>th</sup> Math		48%	53%	55%					
8 <sup>th</sup> Math		52%	54%	51%					
5 <sup>th</sup> Science		61%	54%	48%					
8 <sup>th</sup> Science		55%	55%	52%					





TICA						D49 CO	
•Low •Hi	09	10	11	12	13		
3 <sup>rd</sup> Reading						83%	78% 73%
4 <sup>th</sup> Reading						77%	78% 68%
5 <sup>th</sup> Reading						70%	75% 70%
6 <sup>th</sup> Reading						86%	77% 73%
7 <sup>th</sup> Reading						88%	72% 68%
8 <sup>th</sup> Reading						78%	73% 67%
3 <sup>rd</sup> Writing						60%	58% 51%
4 <sup>th</sup> Writing						62%	61% 53%
5 <sup>th</sup> Writing						59%	59% 57%
6 <sup>th</sup> Writing						76%	61% 58%
7 <sup>th</sup> Writing						82%	66% 61%
8 <sup>th</sup> Writing						75%	63% 56%
3 <sup>rd</sup> Math						93%	81% 72%
4 <sup>th</sup> Math						80%	80% 72%
5 <sup>th</sup> Math						75%	69% 65%
6 <sup>th</sup> Math						64%	61% 62%
7 <sup>th</sup> Math						47%	53% 55%
8 <sup>th</sup> Math						58%	54% 51%
5 <sup>th</sup> Science						49%	54% 48%
8 <sup>th</sup> Science						58%	55% 52%

- At Banning Lewis, math has trended upwards over 6 years and 3<sup>rd</sup> grade declined in all subject areas.
- PPSEL increased writing percentages for most grade levels and 3<sup>rd</sup> grade reading declined over past 3 years.
- RMCA saw an increase in 5<sup>th</sup> and 8<sup>th</sup> grade science and a decline in all subject areas for 7<sup>th</sup> grade.
- TICA increased percentages in middle school writing and 7<sup>th</sup> grade math was the lowest percentage in 4 years.
- At PLC, there was a 3-year increase in 10<sup>th</sup> grade writing but math percentages were below the state percentage.
- Falcon Virtual was above the state percentage in reading for most grades but 9<sup>th</sup> and 10<sup>th</sup> grade math were below the district and state percentages.

PLC						D49 CO	
•Low •Hi	09	10	11	12	13		
6 <sup>th</sup> Reading							77% 73%
7 <sup>th</sup> Reading						35%	72% 68%
8 <sup>th</sup> Reading						48%	73% 67%
9 <sup>th</sup> Reading						24%	71% 68%
10 <sup>th</sup> Reading						52%	73% 70%
6 <sup>th</sup> Writing							61% 58%
7 <sup>th</sup> Writing						24%	66% 61%
8 <sup>th</sup> Writing						21%	63% 56%
9 <sup>th</sup> Writing							57% 55%
10 <sup>th</sup> Writing						24%	48% 49%
6 <sup>th</sup> Math							61% 62%
7 <sup>th</sup> Math						35%	53% 55%
8 <sup>th</sup> Math						10%	54% 51%
9 <sup>th</sup> Math							38% 39%
10 <sup>th</sup> Math						3%	31% 34%
8 <sup>th</sup> Science						14%	55% 52%
10 <sup>th</sup> Science						7%	47% 51%

Falcon Virtual			D49 CO	
•Low •Hi	12	13		
3 <sup>rd</sup> Reading			76%	78% 73%
4 <sup>th</sup> Reading			84%	78% 68%
5 <sup>th</sup> Reading			67%	75% 70%
6 <sup>th</sup> Reading			73%	77% 73%
7 <sup>th</sup> Reading			74%	72% 68%
8 <sup>th</sup> Reading			82%	73% 67%
9 <sup>th</sup> Reading			82%	71% 68%
10 <sup>th</sup> Reading			74%	73% 70%
3 <sup>rd</sup> Writing			25%	58% 51%
4 <sup>th</sup> Writing			76%	61% 53%
5 <sup>th</sup> Writing			38%	59% 57%
6 <sup>th</sup> Writing			46%	61% 58%
7 <sup>th</sup> Writing			62%	66% 61%
8 <sup>th</sup> Writing			67%	63% 56%
9 <sup>th</sup> Writing			48%	57% 55%
10 <sup>th</sup> Writing			48%	48% 49%
3 <sup>rd</sup> Math			63%	81% 72%
4 <sup>th</sup> Math			88%	80% 72%
5 <sup>th</sup> Math			38%	69% 65%
6 <sup>th</sup> Math			65%	61% 62%
7 <sup>th</sup> Math			36%	53% 55%
8 <sup>th</sup> Math			45%	54% 51%
9 <sup>th</sup> Math			33%	38% 39%
10 <sup>th</sup> Math			24%	31% 34%
5 <sup>th</sup> Science			33%	54% 48%
8 <sup>th</sup> Science			48%	55% 52%
10 <sup>th</sup> Science			50%	47% 51%



## **BOARD OF EDUCATION AGENDA ITEM 8.06**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Barbara Seeley
<b>TITLE OF AGENDA ITEM:</b>	Student Study Trips
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

### **BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

#### **Travel Study Trip request: WHES**

Field Trip to Washington DC

Dates will be determined. It will be 4 days and 3 nights during fall break October of 2014.

15-30 students could attend this trip.

Cost per student is \$1,725 (trip costs include airfare, lodging, meals, transportation, tours and insurance).

### **RATIONALE:**

The objective of this trip is for students to learn about and experience U.S. history and government first hand by touring historical sites and museums.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

Fundraising will be part of this program.

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No X

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** N/A

**APPROVED BY:** Peter Hilts, CEO

**DATE:** August 30, 2013



**BOARD OF EDUCATION AGENDA ITEM 8.07**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Jay Hahn
<b>TITLE OF AGENDA ITEM:</b>	Expulsion/Suspension Information
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

See attached.

**RATIONALE:**

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No X

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** N/A

**APPROVED BY:** Peter Hilts, CEO

**DATE:** September 3, 2013



## **BOARD OF EDUCATION AGENDA ITEM 9.01**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	Jay Hahn
<b>TITLE OF AGENDA ITEM:</b>	Revision of policies JJJ and JJJ-R
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** These policies were last updated and revised in 2010.

**RATIONALE:** The policies do not accurately address some of our current practices in extra-curricular activities in D49 schools.

**RELEVANT DATA AND EXPECTED OUTCOMES:** To update our policies for extra-curricular activities that will reflect the practices that we are operating under. All of these practices are above CHSAA requirements but give latitude to the different zones within the district.

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No X

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move policy JJJ and JJJ-R to action item at next board meeting.

**APPROVED BY:** Peter Hilts, CEO

**DATE:** August 30, 2013

Title	<b>Extracurricular Activity Eligibility</b>
Designation	<b>JJJ</b>

For the Purposes of this policy, the following definitions apply:

#### Definitions

1. “Activity” means any extracurricular or interscholastic activity including but not limited to any academic, artistic, athletic, recreational or other related activity offered by a public school.
2. “School of attendance” means the school in which a student is enrolled and attends classes.
3. “School district of residence” means the school district in which a student resides.
4. “School of participation” means a school in which the student participates in an activity but is not the student’s school of attendance.

#### Participation in activities

All students meeting eligibility requirements are entitled to participate in extracurricular activities at their school of attendance. Subject to the same eligibility requirement, **D49 the District** shall allow students enrolled in any school (including charter school, online education programs, nonpublic schools and home schools) to participate on an equal basis in any activity offered by **D49 the District** that is not offered at a student’s school of attendance.

If an activity is not available at a student’s school of attendance, the student may choose to participate at another public or non-public school in the District of attendance or District of residence. If the original school of participation chosen by the student does not offer an activity in which the student wishes to participate, the student may participate in activities at more than one school of participation during the same school year.

If an activity is not offered by either the District of attendance or the District of residence, the student may seek to participate in a contiguous school district or at the nearest public school that offers the activity even if the school is not a contiguous school district. However, the District **that the student will be participating in** will choose the specific school of participation. When choosing, that District **will must** choose the school **based on their policy and criteria for incoming/out of district students.** ~~that offers the greatest number of activities in which a student wishes to participate.~~

With regard to athletic teams, the school of participation may reserve slots for up to twice the number of starting positions on the team at each level of competition for students enrolled in the District. With regard to individual athletic activities, the school of participation may reserve slots for up to half the total number of team members at each level of competition for students enrolled in the District.

Students who are residents of the school district but who are being educated in a home school may participate provided they comply with all laws governing non-public home-based education.

#### Eligibility requirements

To participate in activities at a school of attendance, a student shall meet all of the requirements imposed by the school of attendance.

To participate in activities at a school of participation students must comply with;

1. All eligibility requirements imposed by the school of participation.
2. The same responsibilities and standards of behavior, including related classroom and practice requirement that apply to enrolled students.



If a student has not met all of the eligibility requirements or if the student would have become ineligible to participate at a school, the student cannot gain or regain eligibility by applying to participate in activities at another school. Any penalties assessed to the student must first be paid at the school of attendance or participation before regaining eligibility to participate at another school.

### **Transfer students**

If a student transfers enrollment to another school without an accompanying change of domicile by the student's parent/guardian, the student's eligibility to participate is determined by the District's eligibility requirements and Colorado High School Activities Association (CHSAA) rules.

### **Participation fee**

**Students that participate in extracurricular activities shall be required to pay all participations fees that are set by the respective school/zone. Students that qualify for free lunch will have their fees waived. Students that qualify for reduced lunch will pay 50% of the fees. There shall be a family cap on fees set by the district/zones. Except as otherwise prohibited by state law, none-enrolled students participating in District activities shall pay the same fee charged enrolled students for participation in the activity.**

### **CHSAA requirements**

Eligibility requirements as published by the Colorado High School Activities Association (CHSAA) shall be observed by all students at the high school level. Additional eligibility requirements may be imposed by the District for both high schools ~~that may exceed CHSAA requirements, and middle school students~~ **Middle schools are not governed by CHSAA but will follow all eligibility requirements set by their respective school/zone and by the league in which they compete.**

Such eligibility requirements shall include good citizenship, acceptable academic standing, parental permission, and **for sports only, a current physical on file, that meets the requirements for student participation. A current physical is defined as one that is current within one year.** ~~good health (sports only).~~ All eligibility requirements shall be published if applicable in the student/parent handbooks.

Student participation in an activity through any amateur association or league that is not a member of Colorado High School Activities Association (CHSAA) shall not prevent the student from participating or affect eligibility to participate in the same activity at any school as long as the student has the express written permission of the principal at the school of participation, the student's class attendance is not compromised and the student is in good academic standing.

### **Appeal**

Any student who is sanctioned or is found by the school, school district or CHSAA to be ineligible to participate in any extracurricular activity may appeal the sanction or finding. Students may not appeal sanctions for unsportsmanlike conduct or ejection from the activity.

**Any in-district appeals regarding extra-curricular policies may be made to the district athletic director.**

- Adopted: August 4, 1994
- Revised: July 8, 2010
- **Revised: September 12, 2013**



LEGAL REFS:

- C.R.S. 22-30.7-108 (*online student may participate in any extracurricular or interscholastic activity*)
- C.R.S. 22-32-116.5 (*extracurricular and interscholastic activities*)
- C.R.S. 22-32-138 (7) (*waiver of extracurricular fees for students in out-of-home placements*)
- C.R.S. 22-33-104.5(6) (*home-based education-legislative declaration-definitions-guidelines*)

CROSS REFS:

- IHBG, Home Schooling
- JF-R, Admission and Denial of Admission (Procedures for Students in Out-of-Home Placements)
- JJ, Student Activities



Title	<b>Extracurricular Activity Eligibility</b>
Designation	<b>JJJ-R</b>

The following rules shall govern participation in all school-approved extracurricular activities:

1. Participants must be enrolled in the District as full-time middle school students or high school students. **High School students must be enrolled in classes that will earn two and a half Carnegie units of credit per semester, in courses that will earn three Carnegie units of credit per semester or be enrolled in a nonpublic home-based program or in an independent or parochial school taking an equivalent number of credits classes.**
2. Students enrolled in the District must be in attendance for all scheduled classes in order to participate in any school-sponsored activity that is conducted on that day. In cases of emergency or extenuating circumstances, the principal or designee may grant an exception to this limitation. The attendance requirement will not apply to other students since the District cannot effectively monitor their daily attendance.
3. An eligibility list will be distributed to **the appropriate personnel as determined by the school, a week prior to eligibility taking effect.**~~all teachers on Friday for District students.~~ Students who **do not meet the grade requirements as set by the school for the grade check period receive any failing grades for the week** will not be eligible to participate during the following **grade check period week.** **The grade check period will be determined by the school/zone.** No eligibility lists will be published **until three weeks into the semester**, the first week of competition or participation.- The activities director will certify individual student eligibility in cooperation with the guidance office. Students participating in activities which are not enrolled in the District must provide appropriate certification stating that the academic eligibility requirements have been met.
4. Students must submit **all required paperwork including a current a**-physical examination ~~statement~~ to the school before participating in any sport. **The required paperwork will meet any and all CHSAA requirements as well as any requirements as set by the school/zone.**
5. Students must have emergency treatment, Policy ACC-E form, District parent permission, and athletic insurance waiver forms, if applicable, filled out, signed and on file with the school and have paid all applicable activity fees before being allowed to practice in a sport or participate in any activity.
6. Students violating the District Student Conduct and Discipline Code **may be deemed** ~~will be~~ ineligible until they have complied with all disciplinary sanctions.
7. **Eligibility requirements concerning grades will meet or exceed those set by CHSAA. These requirements will be set by each school/zone. Ineligibility twice during the season will constitute permanent dismissal from the activity.**

Falcon School District #49, El Paso County, Colorado

- Adopted: July 8, 2010





## **BOARD OF EDUCATION AGENDA ITEM 9.02**

<b>BOARD MEETING OF:</b>	September 12, 2013
<b>PREPARED BY:</b>	John Litchenberg
<b>TITLE OF AGENDA ITEM:</b>	Policy for Guest Users
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Internet connectivity has become a mandatory service in our schools. Like other school districts, we must provide safe, regulated access for all devices to make use of the expanding number of resources available to our students and staff. We are also willing to provide access to district guests who may access our network as a parent, community member or in some other capacity.

**RATIONALE:** Providing guest internet (including wireless) access to our students, staff, and other visitors can help improve communication, collaboration, critical thinking and problem solving skills.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Discussion will lead to consensus about policy for guest users.

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

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

**FUNDING REQUIRED:** Yes    No X

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move item to discussion at next board work session.

**APPROVED BY:** Peter Hilts, CEO

**DATE:** September 5, 2013

## Guest Network Access and Expectations

### General Information

Internet connectivity has become a mandatory service in our schools. Like other school districts, we must provide safe, regulated access for all devices to make use of the expanding number of resources available to our students and staff. We are also willing to provide access to district guests who may access our network as a parent, community member or in some other capacity. Providing guest internet (including wireless) access to our students, staff, and other visitors can help improve communication, collaboration, critical thinking and problem solving skills.

The district network is the property of the district and guest access is a privilege. The district assumes no liability for any damage or malfunction that may occur while or after using the guest network. **In addition, the guest network is unsupported—meaning that we will not provide technical assistance to help users connect to or otherwise use our guest network.** To keep our network safe we will regulate our guest access. Our desire to ensure smooth operation of our network relies upon users adhering to specific protocols and limitations. In order to be granted access to the district's network, a user must agree to the provisions of the district's policies and regulations governing network use—which are typically documented in a network user agreement (NUA). In general, the NUA require guests to agree to use our network in ways that are efficient, ethical, and legal. If a user violates the NUA, or other relevant regulations, procedures or guidelines, the district may revoke access to the network and may take other legal or disciplinary action. If necessary, the district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district network. Attempts to degrade or disrupt system performance will be viewed as violations of district policy and the NUA.

The guest network will be limited to bandwidth and connectivity resources that are not essential to district operations. Only Board members, staff members, and students enrolled in the district will be granted access to the district's primary, non-guest user network. District administrators may make occasional exceptions to include individuals in the employ of other agencies who are routinely on duty at a school site and who provide direct services to district students and/or teachers or guests who are involved in an educational activity at a district function. An appropriate zone leader or central office administrator must approve the exception prior to activation. In nearly all cases, procedures for access to the district network will be managed and maintained by district technology services.

Unless otherwise indicated by Human Resources, compliance with the NUA is a condition of employment Falcon School district 49.

### Guests who accept the terms of the NUA will:

- Use the district network in support of educational and administrative objectives and in a way that is consistent with the mission and curriculum of Falcon School district 49.
- Abide by local, state, and federal laws such as, but not limited to, the Copyright Law, licensing laws, privacy laws, and district policies and regulations, as well as district and school-based guidelines.
- Abide by the acceptable use agreement referenced in BOE policy.
- Be responsible for maintaining confidentiality of passwords and protecting accounts from

misuse.

- Ensure electronic communication sent from any non-district account will meet district requirements for acceptable use.
- Access network systems only when permitted by the owner of the account or with prior administrator authorization.
- Access the district network only through district-approved resources and/or services.
- Remain responsible for any physical or virtual damage done to the Falcon School district network, software, data, user accounts, hardware and for any unauthorized costs.

#### **Users will not:**

- Use the wireless guest network to create or expand the network—granting access to other users.
- Use the district wireless guest network to harass any person on the basis of race, color, sex, religion, national origin, age, disability, or any other basis. (district policies and regulations prohibiting harassment apply to the use of the district wireless guest network.)
- Use the district wireless guest network to access, process, generate, or distribute pornographic or obscene material, inappropriate text or graphic files, files which may be harmful to themselves and others, or files dangerous to the integrity of the Falcon School district network.
- Attempt to circumvent security measures or filters.
- Load, install, redistribute or access software on district assets without permission from district Technology Services (i.e., open source, unlicensed, or illegal).
- Install hardware into the network that is not owned and licensed by the district.
- Use the district network for private financial gain, commercial advertising, or solicitation purposes.
- Use the district network to solicit, proselytize, advocate or communicate the views of any non-school sponsored organization, or to raise or solicit funds for any non-school related or non-school sponsored entity or organization, whether for profit or non-profit.
- Use the district network to establish any non-approved website.
- Perform an act that plagiarizes the work of another without express consent.
- Participate in any form of slander.
- Pretend to be someone else when sending/receiving electronic communications.
- Reveal personal information such as addresses or phone numbers of the user or others.
- Use the district network in such a way that would disrupt the use of the district network by other users.
- Send frivolous or excessive messages and images.
- Create, send, or forward chain letters or any other message type that causes district network congestion or interferes with the delivery of electronic communication to others.
- Send electronic communication to anyone who asks you not to.
- Forge or attempt to forge electronic messages.
- Attempt to read, delete, copy, or modify the electronic communication of other system users or interfere with the ability of other system users to send/receive electronic communication.
- Download attachments into the district system that do not meet these responsible use guidelines.
- Host unofficial and unauthorized resources represented as district websites.

#### **Additional Conditions**

- The district reserves the right to access, retrieve, print, read, disclose to third parties or

otherwise monitor (i) all messages (including personal messages) sent or received through its electronic communications system; (ii) all sites visited and files downloaded on the Internet; and (iii) all other uses of the district network.

- Reasons for which the district or others authorized by it may access such information include, but are not limited to: (i) to provide for the safety and security of minors; (ii) to determine whether a violation of this policy or other district policies has occurred; (iii) to investigate and repair a failure or error in the network system; or (iv) to obtain information requested by a third party in litigation or in response to a government investigation.
- Messages sent over the district network (including personal messages) and other uses of the district network should not be considered private or confidential.
- Use of the district network constitutes consent to access by the district or others authorized by it to electronic messages sent and received, to sites visited on and files downloaded from the Internet and to all other uses of the district network.
- Electronic communication sent or received by the Board, district employees or students, including electronic communications on district-owned equipment, as well as other documents generated through use of the district network, may be considered a public record subject to disclosure or inspection under the Colorado Open Records Act.

**Teachers monitoring student use of network shall:**

- Review with students the district network policies, regulations, and responsible use guidelines, to include Internet safety information, guidelines for appropriate online behavior including use of social networks, and cyberbullying awareness and response, as well as applicable acceptable use agreements.
- Report to appropriate district personnel any inappropriate materials that are found to be accessible.
- Report to appropriate district personnel inappropriate behavior.
- Report any attempt to harm or destroy any district equipment or materials, data of another user of the district system, or any other networks.
- Prohibit and report any harm or destruction that is the result of negligence to any district equipment or materials, the data of another user of the district system, or any other networks.