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SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

Section A of the NEPN/NSBA classification system contains policies, regulations, and exhibits on the district's legal role in providing public education and the basic principles underlying school board governance. These policies provide a setting for all of the school boards's other policies and regulations.

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SECTION A - FOUNDATIONS AND BASIC COMMITMENTS

Section A contains policies, regulations and exhibits on the district's legal role in providing public education and the basic principles underlying school district governance. Included in this section are policies on nondiscrimination, educational philosophy and accountability.

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School District Legal Status

The Constitution of Colorado requires the General Assembly to provide for the establishment and maintenance of a thorough and uniform system of free public schools throughout the state and vests in a state board of education responsibility for their general supervision.

The constitution also requires that the General Assembly shall, by law, provide for the organization of school districts of convenient size, in each of which shall be established a board of education to have control of instruction in the public schools of the district.

As are all school districts in the state, Hinsdale County School District RE-1 of Lake City, Colorado is a body corporate with perpetual existence, and in its name may hold property for any purpose authorized by law, sue and be sued, and be a party to contracts for any purpose authorized by law.

Statutory

LEGAL REFS.: Constitution of Colorado, Article IX, Sections 1, 2, 15
C.R.S. 22-32-101
C.R.S. 22-32-102

CROSS REF.: BB, School Board Legal Status

School District Legal Status
(Legal Description)

District boundaries established by law are as follows:

All that portion of Hinsdale County situated north of the Continental Divide which crosses Hinsdale County across the northerly portion of Township 39N (T39N) New Mexico Principal Meridian (NMPM) and the southerly portion of Township 40 (T40N) New Mexico Principal Meridian (NMPM).

Issued February 2, 1988

The People and Their School District

A board of education is the legal entity for conducting a system of public education within the geographic area of a school district. The system was created by and is governed by state statutes. Members of a board are, therefore, public employees chosen by citizens of a district to represent them and the state in the legislative management of public schools.

The Board of Education has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' desires for educating the community's youth. While the Board has an obligation to determine and assess citizens' desires, it is understood that when citizens elect delegates to represent them in the conduct of public education they at the same time endow their representatives with the authority to exercise their best judgment in determining policies, making decisions and approving procedures for carrying out the responsibility.

The Board therefore reaffirms and declares its intent to:

1. Maintain two-way communications with the citizens of the district. The public shall be kept informed of the progress and problems of the school district, and the citizens shall be urged to bring their aspirations and feelings about their public schools to the attention of this body which they have chosen to represent them in the management of public education.
2. Establish policies and make decisions on the basis of declared educational philosophy and goals. All decisions made by this Board shall be made with primacy given to the purposes set forth, most crucial of which is the optimal learning of the students enrolled in our schools.
3. Act as a truly representative body for citizens of the district in matters involving public education. The Board recognizes that ultimate responsibility for public education rests with the state but individual boards of education have been assigned specific authority through statute. The Board shall relinquish none of this authority since it believes that decisionmaking control over the students' learning should be in the hands of local citizens as much as possible.

Current practice codified 1995
Adopted: date of manual adoption

File: AB

LEGAL REF.: C.R.S. 24-10-103 (4)

Nondiscrimination/Equal Opportunity

The Board is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The schools in the district are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services. Accordingly, no otherwise qualified student, employee, applicant for employment or member of the public shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity on the basis of race, color, national origin, ancestry, creed, religion, sex (which includes marital status), sexual orientation, disability or need for special education services. Discrimination against employees and applicants for employment based on age and genetic information is also prohibited in accordance with state and/or federal law.

This policy and regulation shall be used to address all concerns regarding unlawful discrimination and harassment, except those regarding sexual harassment which are addressed in policies GBAA and JBB*.

In keeping with these statements, the following shall be objectives of this school district:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations.
2. To encourage positive experiences in terms of human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial and ethnic groups.
3. To consider carefully, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To utilize educational experiences to build each individual's pride in the community in which he or she lives.
5. To initiate a process of reviewing all policies and practices of this school district in order to achieve the objectives of this policy to the greatest extent possible.
6. To investigate and resolve promptly any complaints of unlawful discrimination and harassment.
7. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or unlawful discrimination in violation of district policy.

Annual notice

File: AC

The district shall issue a written notice prior to the beginning of each school year that advises students, parents, employees and the general public that the educational programs, activities and employment opportunities offered by the district are offered without regard to race, color, sex (which includes marital status), sexual orientation, religion, national origin, ancestry, creed, disability or need for special education services. With respect to employment practices, the district shall also issue written notice that it does not discriminate on the basis of age or genetic information. The announcement shall also include the name/title, address, email address and telephone number of the person designated to coordinate Title IX and Section 504 and ADA compliance activities.

The notice shall be disseminated to persons with limited English language skills in the person's own language. It shall also be made available to persons who are visually or hearing impaired.

The notice shall appear on a continuing basis in all district media containing general information, including: teachers' guides, school publications, the district's website, recruitment materials, application forms, vacancy announcements, student handbooks, school program notices, summer program newsletters and annual letters to parents.

Harassment is prohibited

Harassment based on a person's race, color, national origin, ancestry, creed, religion, sex (which includes marital status), sexual orientation, disability or need for special education services is a form of discrimination prohibited by state and federal law. Preventing and remedying such harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn, employees can work and members of the public can access and receive the benefit of district facilities and programs. All such harassment, by district employees, students and third parties, is strictly prohibited.

All district employees and students share the responsibility to ensure that harassment does not occur at any district school, on any district property, at any district or school-sanctioned activity or event, or off school property when such conduct has a nexus to the school, or any district curricular or non-curricular activity or event.

For purposes of this policy, harassment is any unwelcome, hostile and offensive verbal, written or physical conduct based on or directed at a person's race, color, national origin, ancestry, creed, religion, sex, sexual orientation, disability or need for special education services that: (1) results in physical, emotional or mental harm, or damage to property; (2) is sufficiently severe, persistent, or pervasive that it interferes with an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, hostile or threatening environment; or (3) substantially disrupts the orderly operation of the school. Board policy on sexual harassment (GBAA for employees and JBB* for students) will apply to complaints alleging sexual harassment.

Harassing conduct may take many forms, including but not limited to:

1. verbal acts and name-calling;

2. graphic depictions and written statements, which may include use of cell phones or the Internet;
3. other conduct that may be physically threatening, harmful or humiliating.

Reporting unlawful discrimination and harassment

Any student who believes he or she has been a victim of unlawful discrimination or harassment as defined in Board policy, or who has witnessed such unlawful discrimination or harassment, shall immediately report it to an administrator, counselor, teacher or the district's compliance officer and file a complaint as set forth in the regulation which accompanies this policy.

Any employee, applicant for employment or member of the public who believes he or she has been a victim of unlawful discrimination or harassment, or who has witnessed such unlawful discrimination or harassment, shall file a complaint with either an immediate supervisor or the district's compliance officer.

If the individual alleged to have engaged in prohibited conduct is the person designated as the compliance officer, the complaint shall be made to the superintendent who shall designate an alternate compliance officer to investigate the matter.

[NOTE: If the superintendent is the compliance officer, the Board must identify an alternate person who can take the necessary action.]

District action

All district employees who witness unlawful discrimination or harassment shall take prompt and effective action to stop it, as prescribed by the district.

The district shall take appropriate action to promptly and impartially investigate allegations of unlawful discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior and to prevent retaliation against the individual(s) who files the complaint and/or any person who participates in the investigation. When appropriate, the district shall take interim measures during the investigation to protect against further unlawful discrimination, harassment or retaliation.

To the extent possible, all reports of unlawful discrimination or harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation shall be subject to discipline, up to and including suspension/expulsion for students and termination of employment. No student, employee or member of the public shall be subject to adverse treatment in retaliation for any good faith report of harassment under this policy.

Upon determining that incidents of unlawful discrimination or harassment are occurring in particular district settings or activities, the district shall implement measures designed to remedy the problem in those areas or activities.

File: AC

Any student or employee who engages in unlawful discrimination or harassment shall be disciplined according to applicable Board policies and the district shall take reasonable action to restore lost educational or employment opportunities to the individual(s).

In cases involving potential criminal conduct, the compliance officer shall determine whether appropriate law enforcement officials should be notified.

Notice and training

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy to all district schools and departments. The policy and complaint process shall be referenced in student and employee handbooks and otherwise available to all students, staff and members of the public through electronic or hard-copy distribution.

Students and district employees shall receive periodic training related to recognizing and preventing unlawful discrimination and harassment. District employees shall receive additional training related to handling reports of unlawful discrimination and harassment. The training will include, but not be limited to:

- awareness of groups protected under state and federal law and/or targeted groups;
- how to recognize and react to unlawful discrimination and harassment; and
- proven harassment prevention strategies.

Adopted 1981

Revised to conform with practice 1996

Revised October 24, 2002

Revised November 20, 2008

Revised April 26, 2012

LEGAL REFS.: 20 U.S.C. §1681 (*Title VII, Education Amendments of 1972*)
20 U.S.C. §1701-1758 (*Equal Employment Opportunity Act of 1972*)
29 U.S.C. §621 *et seq.* (*Age Discrimination in Employment Act of 1967*)
29 U.S.C. §701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)
42 U.S.C. §12101 *et seq.* (*Title II of the Americans with Disabilities Act*)
42 U.S.C. §2000d (*Title VI of the Civil Rights Act of 1964, as amended in 1972*)
42 U.S.C. §2000e (*Title VII of the Civil Rights Act of 1964*)
42 U.S.C. §2000ff *et seq.* (*Genetic Information Nondiscrimination Act of 2008*)
34 C.F.R. Part 100
C.R.S. 2-4-401 (13.5) (*definition of sexual orientation*)
C.R.S. 18-9-121 (*bias-motivated crimes*)
C.R.S. 22-32-109 (1)(II) (*Board duty to adopt written policies prohibiting discrimination*)
C.R.S. 24-34-301 (7) (*definition of sexual orientation*)
C.R.S. 24-34-301 *et seq.* (*Colorado Civil Rights Division*)

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C.R.S. 24-34-401 *et seq.* (discriminatory or unfair employment practices)
C.R.S. 24-34-601 (unlawful discrimination in places of public accommodation)
C.R.S. 24-34-602 (penalty and civil liability for unlawful discrimination)

CROSS REFS.:

GBA, Open Hiring/Equal Employment Opportunity
GBAA, Sexual Harassment
JB, Equal Educational Opportunities
JBB*, Sexual Harassment

NOTE: State law defines "sexual orientation" as "a person's orientation toward heterosexuality, homosexuality, bisexuality, or transgender status or another person's perception thereof." C.R.S. 24-401(13.5), 24-34-301(7).

Nondiscrimination/Equal Opportunity

(Complaint and Compliance Process)

The district is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. The district shall promptly respond to concerns and complaints of unlawful discrimination and/or harassment; take action in response when unlawful discrimination and/or harassment is discovered; impose appropriate sanctions on offenders in a case-by-case manner; and protect the privacy of all those involved in unlawful discrimination and/or harassment complaints as required by state and federal law. When appropriate, the complaint shall be referred to law enforcement for investigation.

The district has adopted the following procedures to promptly and fairly address concerns and complaints about unlawful discrimination and/or harassment. Complaints may be submitted orally or in writing.

Definitions

1. "Compliance officer" means an employee designated by the Board to receive complaints of alleged unlawful discrimination and harassment. The compliance officer shall be identified by name/title, address, telephone number and email address. See exhibit AC-E-1. If the designated individual is not qualified or is unable to act as such, the superintendent shall designate an administrator who shall serve until a successor is appointed by the Board.

[NOTE: If the superintendent is the compliance officer, the Board must identify an alternate person who can take the necessary action if the superintendent is disqualified from action.]

2. "Aggrieved individual" shall mean a student, the parents or guardians of a student under the age of 18 acting on behalf of a student, an employee of the district, or member of the public who is directly affected by and/or is witness to an alleged violation of Board policies prohibiting unlawful discrimination or harassment.

Compliance officer's duties

The compliance officer shall be responsible for conducting an investigation and coordinating all complaint procedures and processes for any alleged violation of federal or state statute or Board policy prohibiting unlawful discrimination or harassment. The compliance officer's duties shall include providing notice to students, parents/guardians of students, employees and the general public concerning the compliance process, providing training for district staff regarding the prohibition of discrimination/harassment in all district programs, activities and employment practices, disseminating information concerning the forms and procedures for the filing of complaints, ensuring the prompt investigation of all complaints, coordinating hearing procedures, and identifying and addressing any patterns or systemic problems that arise during the review of complaints. The compliance officer may delegate any or all of the foregoing responsibilities as necessary and/or appropriate under the circumstances.

File: AC-R

Complaint procedure

An aggrieved individual is encouraged to promptly report the incident as provided in Board policy and this regulation. All reports received by teachers, counselors, principals or other district employees shall be promptly forwarded to the compliance officer. If the compliance officer is the individual alleged to have engaged in the prohibited conduct, the complaint shall be forwarded to the superintendent.

[NOTE: If the superintendent is the compliance officer, the Board must identify an alternate person to whom the report shall be forwarded.]

Any aggrieved individual may file with the compliance officer a complaint charging the district, another student or any school employee with unlawful discrimination or harassment. Complaints may be made orally or in writing. Persons who wish to file a written complaint shall be encouraged to use the form in AC-E-2.

All complaints shall include a detailed description of the alleged events, the dates the alleged events occurred and names of the parties involved, including any witnesses. The complaint shall be made as soon as possible after the incident.

The compliance officer shall confer with the aggrieved individual and/or the alleged victim of the unlawful discrimination or harassment as soon as is reasonably possible, but no later than ten school days following the district's receipt of the complaint in order to obtain a clear understanding of the basis of the complaint.

Within ten school days following the initial meeting with the aggrieved individual and/or alleged victim, the compliance officer shall attempt to meet with the individual alleged to have engaged in the prohibited conduct and, if a student, his or her parents/guardians in order to obtain a response to the complaint. Such person(s) shall be informed of all allegations that, in the compliance officer's judgment, are necessary to achieve a full and accurate disclosure of material information or to otherwise resolve the complaint.

At the initial meetings, the compliance officer shall explain the avenues for informal and formal action, provide a description of the complaint process, and explain that both the victim and the individual alleged to have engaged in prohibited conduct have the right to exit the informal process and request a formal resolution of the matter at any time. The compliance officer shall also explain that whether or not the individual files a written complaint or otherwise requests action, the district is required by law to take steps to correct the unlawful discrimination or harassment and to prevent recurring unlawful discrimination, harassment or retaliation against anyone who makes a report or participates in an investigation. The compliance officer shall also explain that any request for confidentiality shall be honored so long as doing so does not preclude the district from responding effectively to prohibited conduct and preventing future prohibited conduct.

Informal action

If the aggrieved individual and/or the individual alleged to have engaged in the prohibited conduct requests that the matter be resolved in an informal manner and/or the compliance officer believes that the matter is suitable to such resolution, the compliance officer may attempt to resolve the matter informally through

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mediation, counseling or other non-disciplinary means. If both parties feel a resolution has been achieved through the informal process, then no further compliance action must be taken. No party shall be compelled to resolve a complaint of unlawful discrimination or harassment informally and either party may request an end to an informal process at any time. Informal resolution shall not be used to process complaints against a school employee and shall not be used between students where the underlying offense involves sexual assault or other act of violence.

Formal action

If informal resolution is inappropriate, unavailable or unsuccessful, the compliance officer shall promptly investigate the allegations to determine whether and/or to what extent, unlawful discrimination or harassment has occurred. The compliance officer may consider the following types of information in determining whether unlawful discrimination or harassment occurred:

- a. statements by any witness to the alleged incident,
- b. evidence about the relative credibility of the parties involved,
- c. evidence relative to whether the individual alleged to have engaged in prohibited conduct has been found to have engaged in prohibited conduct against others,
- d. evidence of the aggrieved individual and/or alleged victim's reaction or change in behavior following the alleged prohibited conduct,
- e. evidence about whether the alleged victim and/or aggrieved individual took action to protest the conduct,
- f. evidence and witness statements or testimony presented by the parties involved,
- g. other contemporaneous evidence, and/or
- h. any other evidence deemed relevant by the compliance officer.

In deciding whether conduct is a violation of law or policy, all relevant circumstances shall be considered by the compliance officer, including:

- a. the degree to which the conduct affected one or more student's education or one or more employee's work environment,
- b. the type, frequency and duration of the conduct,
- c. the identity of and relationship between the individual alleged to have engaged in the prohibited conduct and the aggrieved individual and/or alleged victim,
- d. the number of individuals alleged to have engaged in the prohibited conduct and number of victims of the prohibited conduct ,

File: AC-R

- e. the age of the individual alleged to have engaged in the prohibited conduct and the aggrieved individual and/or alleged victim,
- f. the size of the school, location of the incident and context in which it occurred,
- g. other incidents at the school.

Within ten days after the hearing, the compliance officer shall prepare a written decision with specific factual findings and sanctions or other remedial action, including as appropriate recommendations to the Board for disciplinary or other action.

To the extent permitted by federal and state law, all parties, including the parents/guardians of all students involved, shall be notified in writing by the superintendent of the final outcome of the investigation and all steps taken by the district within ten days following the superintendent's determination.

Hearing procedure

For allegations under Section 504 and as otherwise required by law, the aggrieved individual may request a hearing. This hearing procedure will not address guilt or innocence or disciplinary consequences which shall instead be governed by the Board's discipline policies and procedures.

The hearing officer will be an administrative employee of the district designated by the superintendent. The hearing shall be informal. A student shall be entitled to be represented by his/her parent or by an attorney. An employee shall be entitled to be represented by an attorney or other representative of his/her choice. The complainant may appear at the hearing and shall be entitled to present testimony and other evidence. Formal rules of evidence shall not apply. The compliance officer or designee may represent the district at the hearing and shall likewise be entitled to present testimony and other evidence. The hearing shall be closed to the public.

Within 10 days after the hearing, the hearing officer shall issue a written decision based upon evidence presented at the administrative hearing, including any remedial or corrective action deemed appropriate. Remedial actions shall include measures designed to stop the unlawful discrimination or harassment, correct its negative impact on the affected individual, ensure that the conduct does not recur, and restore lost educational opportunities.

Any party not satisfied with a decision made by the superintendent may present his/her concerns to the Board. Any action taken by the Board shall be final.

Nothing contained herein shall be interpreted to confer upon any person the right to a hearing independent of a Board policy, administrative procedure, statute, rule, regulation or agreement expressly conferring such right. This process shall apply, unless the context otherwise requires and unless the requirements of another policy, procedure, statute, rule, regulation or agreement expressly contradicts with this process, in which event the terms of the contrary policy, procedure, law, rule, regulation or agreement shall govern.

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Outside agencies

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex/gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 303 E. 17th Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

Adopted November 20, 2008
Revised April 26, 2012

Nondiscrimination on the Basis of Ethnicity and Race

A learning and working environment free from ethnic harassment and intimidation shall be provided for all staff members and students regardless of race, color, ancestry, religion or national origin.

It shall be a violation of Board policy as well as state law for any staff member or student to harass or intimidate any another staff member or a student because of that person's race, color, religion, ancestry or national origin.

Ethnic intimidation shall include:

1. Conduct which knowingly causes bodily injury to another person
2. Conduct or speech which knowingly places another person in fear of imminent lawless action directed at that person or his property
3. Conduct or speech which is likely to produce bodily injury to another person or damage to his property
4. Conduct which knowingly causes damage to or destruction of the property of another person

Any incident believed to constitute ethnic intimidation shall be reported promptly to the building principal or supervisor for investigation and further action which may include reporting the incident to law enforcement authorities and a recommendation for expulsion of any student exhibiting such conduct.

Current practice codified 1995
Adopted: date of manual adoption

LEGAL REF.: C.R.S. 18-9-121

CROSS REFS.: GCQF, Discipline, Suspension and Dismissal of Professional Staff
GDQD, Discipline, Suspension and Dismissal of Support Staff
JKD/JKE, Suspension/Expulsion of Students

Nondiscrimination/Equal Opportunity

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, Hinsdale County School District RE-1 does not unlawfully discriminate on the basis of race, color, sex, religion, national origin, ancestry, creed, age, marital status, sexual orientation, genetic information, disability or need for special education services in admissions, access to, treatment, or employment in educational programs or activities which it operates.

Complaint procedures have been established for students, parents, employees and members of the public. The following person(s) have been identified as the compliance officer for the district:

Superintendent of Schools
Hinsdale County School District RE-1
614 N Silver Street
Lake City, CO 91235
970-944-2314

Outside agencies

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex/gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 303 E. 17th Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

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**Nondiscrimination/Equal Opportunity
(Complaint Form)**

Date: _____

Name of complainant: _____

School: _____

Address: _____

Phone: _____

Summary of alleged unlawful discrimination or harassment:

Name(s) of individual(s) allegedly engaging in prohibited conduct:

Date(s) alleged prohibited conduct occurred:

Name(s) of witness(es) to alleged prohibited conduct:

If others are affected by the possible unlawful discrimination or harassment, please give their names:

Your suggestions regarding resolving the complaint: _____

File: AC-E-2

Please describe any corrective action you wish to see taken with regard to the alleged unlawful discrimination or harassment. You may also provide other information relevant to this complaint.

Signature of complainant

Date

Signature of person receiving complaint

Date

April 26, 2012

Educational Philosophy/School District Mission

Vision

Hinsdale County School District offers exemplary and innovative education for every student by taking full advantage of our well-prepared staff, diverse student population, unique size, mountain location and community resources.

Mission

Hinsdale County School District RE-1 is a unique and dynamic educational community that includes all students, families, staff and community members, creating a learning environment that is safe for all students and staff and is individualized, academically challenging, lively, enriching, respectful and caring for all students. We cultivate students' natural curiosity and extend their learning to our unique natural environment. We strive to prepare students for lifelong learning, responsible citizenship and a balanced, productive life.

Values

The Board is guided by the following beliefs and values:

Learning:

- Learning happens best when it is on a flexible continuum, is individually paced, attends to each student's diverse learning style and offers appropriate acceleration, enrichment and multi-graded grouping.
- Sparking student's natural curiosity, and allowing them opportunity to pursue mastery of subjects of greatest interest to them, makes school meaningful, lively exciting and fun.
- Successful academic programs are individualized, dynamic, challenging, standards based, enriching, balanced and research based.
- Age appropriate and integrated use of technology is vital to the education of students
- Our physical surroundings and community offer invaluable learning opportunities for all students, families, staff and community members.

Individual Children:

- EVERY child is able to learn and is entitled to an exemplary, innovative, and well-balanced education.
- EVERY individual has worth, talent, and special ability
- Individuals learn in a variety of ways. Academic, social and emotional needs of students are recognized and appreciated for their uniqueness.

- An appreciation of individual strengths, culture and diversity enriches all learning.

Families and Community:

- The family is the foundation of society from which our values and beliefs begin and has the final authority and responsibility for the education of its children.
- The school recognizes and honors the right to individual family beliefs and values.
- School, family, and community are partners in the educational process. Family participation is highly valued and sought.
- The quality of education affects the quality of our community.

Teaching Staff and Administration

- The Superintendent is the educational leader and is responsible for the safe and effective administration of the students, staff and facilities.
- Every child deserves to be taught by a talented, competent, effective, dedicated, enthusiastic and highly qualified teacher.
- Every effort will be made to recruit, develop and retain excellent teaching and administrative staff.
- Students benefit and teachers are most satisfied and effective when teachers are mentored, the staff functions as a team and opportunities for professional development are provided.

Civic Responsibility:

- Service projects, community services and involvement in community and civic affairs are cornerstones to prepare students for active citizenship and engagement in a democracy.
- Students need opportunities to participate meaningfully in all arenas of school life, for example: policies, classroom instruction, dispute resolution and goal setting.
- Actively modeling and encouraging students to value and respect themselves and others contributes to a safe, respectful learning environment and to responsible citizenship.

Health:

Physical, emotional, and social health, including nutrition are integral to a child's ability to learn.

Evaluation Methods:

Evaluation of student growth and achievement is crucial and is best done using a variety of individualized measures and methods involving students, parents, and teachers.

Fiscal Management:

Sound fiscal management responsibly allocates resources that align with stated values and goals.

Adopted June 1, 1992

Revised to conform to practice: date of manual adoption

Revised to conform to Policy Governance Manual: July 25, 2002

Revised to conform to Policy Governance Manual: April 28, 2005

Revised to conform to Policy Governance Manual: February 25, 2010

Revised July 19, 2012

LEGAL REF.: C.R.S. 22-32-109.1 (1.5) *(requirement that mission statement reflect safety for students and staff as a priority)*

CROSS REF.: ADA, School District Goals and Objectives

CROSS REF.: Policy Governance Manual, Directional Policy-1, Vision/Mission/
Values

Policy Governance Manual, Governance Process-1, Governance
Commitment

School District Goals and Objectives Board Policy Governance Directional Policies

Measurement of Academic Achievement (DP-2)

Hinsdale County School District will maintain consistent and reliable student evaluation and guidance tools. These processes will be understandable to parents and community and result in improved academic achievement for every student.

Areas of new or continued investigation, performance, evaluation and growth identified for this policy shall include:

1. State required evaluation methods and processes: State content standards, District and School Performance Reports, District and School Performance Frameworks, Unified Improvement Planning process and evaluation methods (TCAP/ACT)
2. Locally designed or adopted evaluation methods and processes: Northwest Evaluation Association Measures of Academic Progress (MAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), progress monitoring measures, EXPLORE, PLAN, PSAT/NMSQT, Personalized Education Process (DP-6, #7), Alpine Achievement Systems.

Professional Development (DP-3)

Hinsdale County School District will grow in expertise and professionalism on the part of board, administration, teachers and staff.

Areas of new or continued investigation, performance, evaluation and growth identified for this policy shall include:

1. Examination and evaluation of budget in terms of growth in this area.
2. Participation in state and federal required professional development (Licensing/state and federal laws).
3. Identification of and participation in locally desired directions for professional development, including:
 - a. Professionalism, leadership and team building
 - b. Content knowledge and teaching expertise
4. Linking professional development to an evaluation system.
5. Linking professional development plans to district vision, mission, values and goals.
6. Encouraging non-teaching staff members to engage in job related development and training.

Health (DP-4)

Hinsdale County School District supports and maintains a comprehensive health program for all students and encourages greater participation in, and awareness of, the health and the well being of all students, staff, board, parents and community.

Areas of new or continued investigation, performance, evaluation and growth identified for this policy shall include:

1. Support of continuing comprehensive health education for grades PreK-12.
2. A minimum of 8 hours per month of fiscal support for the school nurse and support for school health functions and educational offerings.
3. Maintenance of a system of parental awareness and choice in their child's health education.
4. Support for healthy student life within and outside of school by promoting physical activity, mental health and sound nutrition.
5. Adherence to state and national nutrition guidelines to ensure school snacks and hot lunches are of high nutritional quality and promote good health.
6. Support integration of activities between the school and the Lake City Area Medical Center and Hinsdale Public Health and Community Services.
7. Support and promotion of a minimum of one organized physical activity/sport through all grades.
8. Promote individualized, life long sports/activities for all students.
9. Development of the physical environment to support and encourage increased activity, physical fitness, skills and health.

Safety (DP-5)

Hinsdale County School District evaluates the safety of its schools and takes appropriate action to ensure student, teacher, staff, administration and visitor safety.

Areas of new or continued investigation, performance, evaluation and growth identified for this policy shall include:

1. Prevention of bullying: Adoption of a consistent model of bullying prevention and conflict resolution for all students and staff.
2. Providing instruction and administrative policies regarding internet safety in the areas of inappropriate content, inappropriate conduct and inappropriate contact.

3. Prevention of sexual harassment or other harassment as described in State law and in administrative policies JBB, JICDD, JICDE, JKBA.
4. Medical care for students provided as prescribed by State law.
5. Traffic control monitored.
6. Medical training for staff is provided by Lake City Area Medical Center staff and the Public Health Nurse.
7. School nursing provided by the Public Health Nurse (DP-4).
8. Fire safety is evaluated annually by the Fire Chief.
9. Prior to January 31 of each school year:
10. inspection of the safety of the physical plant (building/grounds/trees) by the Facilities committee, the state's child care facility licensing office, the County environmental health official and code enforcement officer and our insurance risk-management personnel.
11. school safety review as required by statute
12. Ensuring administrative policy manual addresses equipment safety.
13. Consistent staff training re: emergency procedures plan.

Educational Quality (DP-6)

Hinsdale County School District continues the Vision, Mission and Values of the District (see DP-1 and GP-1) and a commitment to state standards.

Areas of new or continued investigation, performance, evaluation, resource allocation and/or growth identified for this policy shall include:

1. Commitment to Quality Instruction

Every student deserves to be taught by a talented, competent, dedicated and highly qualified teacher. Student learning is linked to teacher clarity, enthusiasm, variability of lesson approaches, using higher order thinking, employing students' ideas and probing student comments (Doyle, 1985). To this end, Hinsdale School district offers quality teachers and staff a professional environment and communicates and expects high standards of professional behavior. Quality instruction standards for the Hinsdale School District are outlined in Administrative Policy GCAAA. Unique instructional practices, attributes and characteristics expected of Hinsdale School District instructional staff are as follows:

- Creative and active student engagement in Hinsdale County's unique mountain environment, local scientific research, history, culture and art.
- Ability to provide individualized, differentiated instruction to learners in multi-grade classes.
- Analysis of data from evaluation methods to inform instruction and guide resource allocation
- Understanding and appreciation of the students, parents, staff and community members in our small town setting and remote location.

- Experiential, inquiry-oriented, higher order learning practices that take learning beyond the textbook and engage students in real world learning.
- Commitment to the Personalized Education Process, including analysis of student work and learning and the ability to make adjustments to teaching methods and tools as necessary.
- Participation in professional development that supports the educational needs of Hinsdale School district students and improves quality of instruction.
- Knowledge and appropriate application of technology to support student learning and higher order thinking.
- Commitment to work in a collegial manner and be willing to learn and grow from fellow staff.

2. Commitment to recruiting and developing and retaining quality teachers

- Aggressive recruitment of excellent teachers with educational practices in line with the district's vision, mission and expectations.
- Hinsdale School district will promote the Lake City Community School, improve salary offerings and investigate ways to support living in Hinsdale County.
- Teachers will participate in exciting and challenging professional development, set annual goals for improvement and engage in a purposeful evaluation to improve educational instruction.
- Probationary teachers will receive on-going mentoring, support and evaluation focused on improving teaching practices.

3. Commitment to a challenging, motivating, fun and thorough course of study for all students occurring both in and outside of the classroom.

- All core curriculum courses offered, including foreign language
- Additional on-line learning courses are available and are monitored and supported by teaching staff
- Curriculum is adopted and developed that is standards based and is aligned and sequenced across grade levels.
- Comprehensive approaches are used for math, reading and writing instruction and all staff use common vocabulary in communicating instruction
- Outside learning opportunities, including field trips and research projects, that foster an appreciation for our local environment and for the experience of life and opportunity outside Lake City are offered
- Fun, happy, memorable, lively education process for all students
- One significant, life-changing trip for each child during his/her school experience

4. Co-Curricular Development

Hinsdale County School District provides opportunities for students' personal development in co-curricular disciplines or activities including physical activity, athletics, student organizations and clubs, art, music, speech and drama by:

- Support of a minimum of one school sponsored group sport/activity each year

- Continued coordination with the Lake City Area Recreation Department to increase student opportunities for recreation and activities
- Cooperation with Build A Generation to help develop opportunities for students
- Continued investigation to increase student access to regional and statewide opportunities and activities
- Support for staff interested in sponsoring student clubs and organizations

5. Social Skills

Hinsdale County School District helps students work toward greater demonstration of responsible social skills at age-appropriate levels by:

- Maintaining clear and consistent standards and expectations of behavior to guide students in being responsible citizens and leading a balanced and productive life.
- Adopting common conflict resolution and discipline practices that are practiced by staff and students and communicated to parents
- Respecting and appreciating diversity and multi-cultural interaction, learning and discovery

6. Citizenship

Hinsdale County School District works toward teaching students to demonstrate good civic responsibility at age-appropriate levels by:

- Requiring Community Service credit for graduation
- Offering opportunities to actively engage in school and civic processes, e.g. student council, Build A Generation, student school board representative, Town Council and County Commissioner meetings, etc.
- Promoting and supporting student leadership opportunities.
- Encouraging community service opportunities for all students.

7. Commitment to a Personalized Education Process to include:

- Planning a challenging, and enriching and personalized course of study for each student
- Teacher, parent and student participation in bi-annual goal setting conferences
- Acceleration and pacing to meet basic educational needs and higher level skills.
- Analysis of assessment data to evaluate growth
- Exploration of comprehensive qualitative evaluation system, in addition to quantitative measures, including portfolios of student and teacher selected work, student reflection and assessment of work, and student choice projects.
- Celebration of Student Achievement

8. Preparation and counseling for post high school educational and occupational experiences

- Initiate preparation and counseling for post high school in 8th grade.

- Offer high school junior and senior students academic mentors, college entrance examinations, career discovery, tours of educational institutions and post high school planning counseling.
- Offer high school freshman and sophomores academic counseling, test preparation and career discovery to plan for college or vocational training.
- Explore vocational work-study opportunities.

Community/Parent Satisfaction and Involvement (DP-7)

Hinsdale County School District fosters satisfaction and encourages involvement of parents and community in our schools.

Areas of new or continued investigation, performance, evaluation and growth identified for this policy shall include:

1. State and federal required participation opportunities for community members and parents
2. Locally designed participation opportunities for community members and parents, including:
 - a. Citizen speakers and classroom volunteers, with a particular emphasis on participation of senior citizens so as to enhance student awareness of the history and knowledge these citizens represent
 - b. Local celebration and appreciation events for parents and community
 - c. PTSA
 - d. Board designated committees
3. Maintaining a pleasant, exciting and inviting school climate
4. Engaging in accurate, understandable, thorough and timely communications and exchanges with parents and community

Board Cohesiveness and Leadership (DP-8)

In carrying out the vision, mission and values of the District, the members of Hinsdale County School Board are united in their commitment to openness, respect, honesty, courage, fun and perseverance in their relationships with one another and with the community, administration, staff, teachers, students, and parents.

Areas of new or continued investigation, performance, evaluation and growth identified for this policy shall include:

1. Use of self-evaluation and reflection tools and processes to improve performance
2. Commitment to support future boards and new board members in achieving growth in the area of board cohesiveness and leadership
3. Commitment to continued annual planning/relationship building time for the board
4. Maintaining board sense of humor, interest and fun
5. Annual assessment, planning and budgeting for board member development
6. Encourage student representative participation
7. Evaluation of board member's reasons for resigning to improve screening/interviewing process for new applicants.

Facilities (DP-9)

We believe that a quality educational program is affected to a great extent by the environment within which it functions. The development of a quality educational program and school facilities which promote the implementation of the program go hand in hand. Therefore it is the goal of the Board to provide and maintain the facilities needed for the enrollment and the types of facilities supportive of the educational program.

Areas of new or continued investigation, performance, evaluation and growth identified for this policy shall include:

1. Delegation of the following duties to the facilities committee:
 - Providing a facility and property needs assessment annually
 - Gathering community input
 - Making recommendations to the Superintendent or Board as appropriate.
2. Fiscal responsibility to taxpayers
3. Tying facilities to mission, vision and values, as well as current research and understanding of student educational needs.
4. Plan and look for funding for facilities unique to our environment that facilitate experiential, hands on learning, and research projects.
5. Enhance best use of facility by extending use to community
6. Ongoing evaluation of use of school property.

Choice (DP-10)

Hinsdale County School District supports all Hinsdale County School District students whether they choose to receive their education in Hinsdale County, any other school district, home schooling or enrollment in an online school, in order to:

- Allow them to develop to their fullest potential
- Respect their family values and beliefs
- Not inhibit any special characteristics, talents or abilities they possess
- Meet their unique learning needs and styles
- Not compromise their health, safety or welfare

This policy shall not pose an undue financial burden on the district or require the expenditure of public funds in derogation of the Board's fiduciary responsibility to the citizens of the district.

District-funded transportation is not available to students who elect to attend another school district through inter-district choice policy (JFBB) or statute (C.R.S. 22-36-101). (See DP-11, Transportation and EL-19, Scope of Transportation)

Transportation (DP-11)

The school district's transportation program is designed to transport students residing in Hinsdale County School District RE-1 who live more than five miles from school to and from school (see EL-19, Scope of Transportation Services) in an efficient, safe and economical manner (see DP-10, Choice). In addition to regularly scheduled routes, school transportation equipment shall be provided for school activities whenever possible and whenever such use does not interfere with regular routes (see administrative policy EEAC, Transportation Scheduling and Routing for allocation of school vehicles prioritization). To the extent the District can provide transportation for other purposes, consistent with insurance coverage and without undue financial burden on the district, it will do so in accordance with administrative policy EEAFB (Use of School Vehicles by Community Groups).

The safety and welfare of student riders shall be the first consideration in all matters pertaining to transportation.

Adopted June 1, 1992

Revised to conform with practice: date of manual adoption

Revised January 23, 2003

Revised to conform with policy governance manual: March 18, 2010

Revised to conform with policy governance manual: July, 2012

CROSS REFS.: AD, Educational Philosophy/School District Mission
IA, Instructional Goals and Learning Objectives

Hinsdale County School District RE-1, Lake City, Colorado

Tobacco-Free Schools

Tobacco smoke in the school and work environment is not conducive to good health. As an educational organization, a school district should provide both effective educational programs and a positive example to students concerning the use of tobacco.

In order to promote the general health, welfare and well-being of students and staff, smoking, chewing or any other use of any tobacco products by staff, students and members of the public is banned from all school property.

Possession of any tobacco product by students is also prohibited on school property.

For purposes of this policy, the following definitions apply:

1. "School property" means all property owned, leased, rented or otherwise used or contracted for by a school including but not limited to the following:
 - a. All indoor facilities and interior portions of any building or other structure used for children under the age of 18 for instruction, educational or library services, routine health care, daycare or early childhood development services, as well as for administration, support services, maintenance or storage. The term does not apply to buildings used primarily as residences, i.e., teacherages.
 - b. All school grounds over which the school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas and parking areas.
 - c. All vehicles used by the district for transporting students, staff, visitors or other persons.
 - d. At a school sanctioned activity or event.
2. "Tobacco product" means:
 - a. Any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of an individual, including but not limited to cigarettes, cigars, pipe tobacco, snuff and chewing tobacco; and
 - b. Any electronic device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to an electronic cigarette, cigar, cigarillo or pipe.
 - c. "Tobacco product" does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product.
3. "Use" means lighting, chewing, inhaling or smoking any tobacco product.

File: ADC

Signs will be posted in prominent places on all school property to notify the public that smoking or other use of tobacco products is prohibited in accordance with state law and district policy. This policy will be published in all employee and student handbooks, posted on bulletin boards and announced in staff meetings.

Any member of the general public considered by the superintendent or designee to be in violation of this policy will be instructed to leave school district property. Employees found to be in violation of this policy will be subject to appropriate disciplinary action.

Disciplinary measures for students who violate this policy will include in-house detention, revocation of privileges and exclusion from extracurricular activities. Repeated violations may result in suspension from school. In accordance with state law, no student will be expelled solely for tobacco use.

Exemptions

Pursuant to state law no exemption shall be granted pursuant to this policy. Any previously granted exemption shall be invalid after July 1, 1999.

Current practice codified 1995

Adopted: date of manual adoption

Revised October 11, 2000

Revised July 24, 2003

Revised July 19, 2012

LEGAL REFS.: 20 U.S.C. 7181 *et seq.* (*Pro-Children Act of 2001 contained in No Child Left Behind Act of 2001 prohibits smoking in any indoor facility used to provide educational services to children*)
C.R.S. 18-13-121 (*furnishing tobacco products to minors*)
C.R.S. 22-32-109 (1)(bb) (*policy required prohibiting use of tobacco products on school grounds*)
C.R.S. 22-32-109.1 (2)(a)(I)(H) (*policy required as part of safe schools plan*)
C.R.S. 25-14-103.5 (*tobacco use prohibited on school property*)
C.R.S. 25-14-301 (*Teen Tobacco Use Prevention Act*)
6 CCR 1010-6, Rule 5-306

CROSS REFS.: IHAMA, Teaching about Drugs, Alcohol and Tobacco
KFA, Public Conduct on School Property

Hinsdale County School District RE-1, Lake City, Colorado

Safe Schools

The Board of Education recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. Safe schools are a priority of the district and the district is committed to providing a safe environment in school, on school vehicles and at school-sponsored activities. To that end, the Board directs the superintendent to develop and maintain a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.

12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement.
14. A child sexual abuse and assault prevention plan, including comprehensive, age-appropriate curricula regarding child sexual abuse and assault awareness and prevention and professional development for school personnel and parents in preventing, identifying, and responding to child sexual abuse and assault.

The superintendent shall be responsible for the supervision and implementation of the safe school program at his or her school. The superintendent shall submit annually, in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law.

It shall be the responsibility of the superintendent to compile the annual safety reports and submit the compilation to the state department of education in a format specified by the State Board of Education. The report shall be made available to the public.

Adopted October 11, 2000
Revised July 28, 2011
Revised July 19, 2012
Revised August 24, 2017

LEGAL REFS.: C.R.S. 9-1-101 through 9-1-106 (*construction requirements, fire escapes, etc.*)
C.R.S. 22-3-101 through 22-3-104 (*eye protective devices*)
C.R.S. 22-32-109.1 (2) (*safe schools plan*)
C.R.S. 22-32-109.1 (2)(b) (*detailing information required in annual principal reports on the learning environment*)
C.R.S. 22-32-109.1 (2.5) (*districts are "encouraged" to adopt a child sexual abuse and assault prevention plan as part of a safe school plan*)
C.R.S. 22-32-110 (1)(k) (*board authority to adopt policies related to employee safety and official conduct*)
C.R.S. 22-32-124 (2),(3) (*building inspections*)
C.R.S. 24-10-106.5 (*duty of care*)

CROSS REFS.: ECA/ECAB, Security/Access to Buildings
KDE, Crisis Management (Safety, Readiness and Incident Management Planning)
KI, Visitors to School

Safe Schools

Pursuant to C.R.S. 22-32-109.1(2)(b), the following information shall be included in the annual safe schools report from the principal to the Board of Education for the preceding school year:

1. total enrollment for the school
2. average daily attendance rate at the school
3. dropout rates for grades seven through twelve, if such grades are taught at the school
4. average class size for each public elementary, middle school or junior high school, and senior high school calculated as the total number of students enrolled in the school divided by the number of full-time teachers in the school
5. number of conduct and discipline code violations, which shall be reported only in the most serious category applicable to each violation, including but not limited to specific information identifying the number of and the action taken with respect to each of the following types of violations:
 - a. possessing a dangerous weapon on school grounds, in a school vehicle, at school activities, or at a school activity or sanctioned school event without the authorization of the school or the school district
 - b. use or possession of alcohol on school grounds, in a school vehicle, or at a school activity or sanctioned event
 - c. use, possession, or sale of a drug or controlled substance on school grounds, in a school vehicle, or at a school activity or sanctioned event
 - d. use or possession of a tobacco product on school grounds, in a school vehicle, or at a school activity or sanctioned event
 - e. being willfully disobedient, openly and persistently defiant, or repeatedly interfering with the school's ability to provide educational opportunities to and a safe environment for other students
 - f. commission of an act on school grounds, in a school vehicle, or at a school activity or sanctioned event that if committed by an adult would be considered first or second degree assault or vehicular assault
 - g. behavior on school grounds, in a school vehicle, or at a school activity or sanctioned event that is detrimental to the welfare or safety of other students or school personnel, including but not limited to incidents of bullying, and other behavior that creates a threat of physical harm to the student or to other students
 - h. willful destruction or defacement of school property

- i. commission of an act on school grounds, in a school vehicle, or at a school activity or sanctioned event that, if committed by an adult, would be considered third degree assault or disorderly conduct
- j. commission of an act on school grounds, in a school vehicle or at a school activity or sanctioned event that, if committed by an adult, would be considered robbery
- k. other violations of the code of conduct and discipline that resulted in documentation of the conduct in a student's record

For purposes of the report, "action taken" means the specific type of discipline, including but not limited to the following categories of discipline:

- in-school suspension
- out-of-school suspension
- classroom removal in accordance with board policy
- expulsion
- referral to a law enforcement agency
- any other form of discipline, which shall be officially identified as part of a board policy.

The report shall specifically identify each conduct and discipline code violation and each action taken with respect to the violation by a student with a disability.

Revised July 28, 2011
Revised July 19, 2012

School Wellness

The Board promotes healthy schools by supporting student wellness, including good nutrition and regular physical activity as part of the total learning environment. Schools contribute to the basic health status of students by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential and educational success, as children who eat well-balanced meals and are physically active are more likely to be engaged and learn in the classroom and less likely to be absent.

Goals

To further the Board's beliefs stated above, the Board adopts the following goals:

Goal #1. The district will provide a comprehensive learning environment to promote the development and practice of lifelong wellness behaviors.

The entire school environment, not just the classroom, will be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to comprehensive wellness, including good nutrition and regular physical activity. Such learning environments will teach students to use appropriate resources and tools to make informed and educated decisions about lifelong healthy eating habits and beneficial physical activity, in accordance with the district's academic standards for comprehensive health education and physical education.

Goal #2. The district will implement and promote nutrition education and proper dietary habits contributing to students' health status and academic performance.

Nutrition education will be in accordance with the district's academic standards for comprehensive health education. All foods and beverages sold or provided to students on the school campus during the school day shall meet or exceed the district's nutrition standards. All schools participating in the National School Lunch and/or School Breakfast Programs shall comply with state and federal rules or regulations regarding school meals, competitive food service and the Smart Snacks in School nutrition standards.

Goal #3. The district will promote healthy nutrition choices to create and encourage a healthy learning environment.

In accordance with applicable federal law, schools participating in the National School Lunch and/or Breakfast Programs shall comply with the Smart Snacks in School nutrition standards in the marketing of any foods or beverages sold to students during the school day.

Goal #4. The district will provide daily opportunities for students to engage in physical activity.

Physical activity will be included in a school's daily education program from grades pre-kindergarten through 12. Physical activity includes regular instructional physical education, in accordance with the district's academic standards for physical education, and opportunities throughout the school day, such as exercise programs, fitness breaks, recess, field trips that include physical activity and classroom activities that include physical activity.

Implementation and review

To help ensure each school's compliance with and implementation of this policy's goals, the Board designates the Superintendent or designee as the district's school wellness policy coordinator.

The district will establish and maintain a district-wide wellness advisory council. The council's purposes will be to monitor the implementation of this policy, evaluate the district's progress on this policy's goals, serve as a resource to schools (i.e. provide lists of healthy incentives, snacks, etc.) and periodically review and update this policy in accordance with federal law. The council will meet on an annual basis.

At least once every three years, the council shall assess this policy and its implementation, which shall include an assessment of each participating school's compliance and progress with this policy's goals. The council may recommend policy revisions for the Board's consideration after conducting its triennial assessment and/or as the council deems appropriate or necessary.

Reporting and recordkeeping

The results of the council's triennial assessments shall be made available to the public, along with a copy of this policy.

The district shall retain records to document compliance with this policy, including but not limited to documentation concerning the council's triennial assessments.

Adopted 9/21/2017

LEGAL REFS.: Section 204 of P.L. 111-296 (*Healthy, Hunger-Free Kids Act of 2010*)
7 C.F.R. Parts 201, 210 and 220 (*local school wellness policy requirements*)
C.R.S. 22-32-134.5 (*healthy beverages requirement*)
C.R.S. 22-32-136 (*policies to improve children's nutrition and wellness*)
C.R.S. 22-32-136.3 (*trans fat ban*)
C.R.S. 22-32-136.5(3)(a) and (b) (*physical activity requirement*)
1 CCR 301-79 (*State Board of Education – healthy beverages rules*)

CROSS REFS.: EF, School Nutrition Program
EFC, Free and Reduced-Price Food Services
EFEA*, Nutritious Food Choices
IHAM and IHAM-R, Health and Family Life/Sex Education
IHAMA, Teaching About Drugs, Alcohol and Tobacco
JLJ*, Physical Activity

Accountability/Commitment to Accomplishment

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

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

Because the district has fewer than 500 students, the Board has determined that the district accountability committee may assume the responsibilities for school district and school-level accountability.

In accordance with state law, the Board shall appoint a district accountability committee (See regulation AE-R.) The district accountability committee shall have those powers and duties prescribed by state law. The Board and the district accountability committee shall, at least annually, cooperatively determine the areas and issues, in addition to budget issues, that the district accountability committee shall study and the issues on which it may make recommendations to the Board.

Current practice codified 1995
Adopted: date of manual adoption
Revised: February 20, 2001
Revised: October 28, 2010
Note revised July, 2012
Legal references updated April, 2013

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

CROSS REFS.: AEA, Standards Based Education
AED*, Accreditation
DBD, Determination of Budget Priorities

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

Accountability/Commitment to Accomplishment

District accountability committee

The district accountability committee (DAC) shall consist of at least:

- three parents of students enrolled in district schools
- one teacher employed by the district
- one school administrator employed by the district
- one person who is involved in business in the community within the district's boundaries

A person may not serve in more than one of the required membership roles on the DAC. A person who is employed by the district or related to a district employee shall not be eligible to serve as a parent on the DAC. "Related" means the person's spouse, son, daughter, sister, brother, mother or father. If, however, the district makes a good faith effort and is unable to identify a sufficient number of parents that meet these criteria, a person may serve as a parent on the DAC and also be employed by the district or related to a district employee.

The Board shall appoint persons to the DAC ensuring, to the extent practicable, that:

- the parents appointed reflect the student populations significantly represented within the district;
- at least one of the parents is a parent of a student enrolled in a district charter school authorized by the Board, if one exists; and
- at least one of the persons appointed has a demonstrated knowledge of charter schools.

If the Board chooses to increase the number of persons on the DAC, it shall ensure that the number of parents appointed exceeds the number of representatives from the group with the next highest representation.

Members of the DAC will serve terms of two years. The DAC shall select a parent representative to serve as chair, who shall serve a term of two years. The DAC shall also establish a schedule of meetings and adopt general rules for its operation.

Revised February 20, 2001

Revised October 28, 2010

Note updated April, 2013

NOTE: In districts where the student population is 500 students or less, a Board member may serve on the SAC and the responsibilities for school district and school-level accountability may be assumed by the district accountability committee.

NOTE: Colorado's open meetings law permits "local public bodies" to elect its leadership by secret ballot. C.R.S. 24-6-402(2)(d)(iv). Therefore, the district accountability committee (DAC) and any school accountability committee (SAC) may elect its chair and co-chair by secret ballot. Id. If the

Standards Based Education

The Board supports a system of education that develops and teaches standards that enable students to achieve the highest level of knowledge and skills. Academic standards will clearly identify what students should know and be able to do at key points in their school careers.

In accordance with state law, the Board has adopted a standards-based education system which focuses on student learning of content standards. It is the intent of the Board that the district's program of instruction and assessments be aligned with content standards. In standards-based education, courses and units of study are clearly defined, understood by teachers and students and communicated to staff members, families and the community. The district's standards-based education system will advance equity, promote student learning and reinforce accountability.

The superintendent shall be responsible for developing a plan to implement content standards that meet or exceed the model state content standards. The plan shall ensure that the educational programs of the district actively address the needs of exceptional students and consciously avoid gender or cultural bias. The plan shall conform with all timelines established by law.

The district shall work with educators, parents, students, business persons, members of the community and the district accountability committee to review and revise content standards as necessary to ensure maximum effectiveness. Parents shall be kept informed of student progress in achieving content standards and how such progress will be measured. This information shall also be provided to the district and building advisory accountability committees.

(Adoption date)

LEGAL REFS.: C.R.S. 22-32-109 (1) (r), (t)
C.R.S. 22-7-401

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
IA, Instructional Goals and Learning Objectives
IG, Curriculum Development, Adoption and Review, and subcodes
IL, Evaluation of Instructional Programs, and subcodes

School Accountability Reports

The Colorado legislature has determined that giving each public school an accountability report rating its performance and improvement in academic achievement and providing overall safety information will assist the general assembly, parents and taxpayers in evaluating whether individual public schools are providing students with an opportunity for a safe and quality education.

The state-generated accountability report rates individual schools (except those schools designated as alternative education campuses and granted exemption by the State Board of Education) on their academic performance and improvement as determined solely by student test results on the Colorado State Assessment Program. The report also provides information on safety in individual schools by compiling data on safety and discipline incidents, the average daily attendance and the school dropout rate (secondary schools) or time in the classroom (elementary schools).

The Board of Education acknowledges that the state-generated accountability report serves an important purpose, but believes it does not represent the full measure of a safe and quality education. Therefore, the superintendent shall work with the accountability committee to develop an additional report for distribution to parents and community members.

The district-generated report could include such information as:

- at the secondary level, the number of the school's total student population completing "advanced" courses, number of students taking college aptitude examinations and their range of scores when confidentiality allows, and percentage of graduates entering post-secondary education (where applicable)
- community satisfaction with student achievement and the learning environment
- accomplishments of the school related to its mission, goals and objectives
- information from the school accountability committee about its accomplishments
- any other information that helps provide parents and community members with a comprehensive view of the school's challenges and achievements

The report shall be provided to the parents/guardians of students in the school, to local media and others interested in the schools, and to members of the public who request it. The report may be included or inserted in the state-generated accountability report as long as the school report does not refute information included in the state-generated report.

File: AECA

The superintendent will insure that data required by law to be reported for the state-generated accountability report is gathered and accurately reported. The Colorado Department of Education is required by law to deliver the report to each public school by January 15th each year. Within a reasonable time from receipt of the report, each school shall distribute the report to the parents/guardians of each student enrolled in the school and to members of the public who request it.

Adopted February, 2001

Revised September 25, 2003

LEGAL REFS.: C.R.S. 22-7-602 & 604 (*alternative education campus criteria and exemption from receiving academic rating*)
C.R.S. 22-7-605 (*report format and data reporting requirements*)
C.R.S. 22-7-606 (*report delivery*)
C.R.S. 22-7-608 (*procedures instituted by the state board for schools receiving academic rating or "low"*)
C.R.S. 22-7-609 (*school improvement plan or charter required for schools receiving academic rating of "unsatisfactory"*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AED, School District Accreditation
IKE, Ensuring All Students Meet Standards
IL, Evaluation of Instructional Programs
ILBA, District Program Assessments
ILBB, State Program Assessments

Accreditation

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

District accreditation

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

- the district's level of attainment on the four key performance indicators: student longitudinal academic growth, student achievement on statewide assessments, postsecondary and workforce readiness, and progress made on closing the achievement and growth gaps;
- the district's adoption and implementation of its performance, improvement, priority improvement or turnaround plan (whichever is required based on the district's assigned accreditation category);
- the district's implementation of its system for accrediting its schools; and
- the district's substantial, good-faith compliance with the provisions of title 22, C.R.S. and other statutory and regulatory requirements applicable to school districts.

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

School accreditation

While the state accredits the district, the Board accredits the schools within the district, including district charter schools. The Board's accreditation of district schools shall emphasize attainment on the four key performance indicators: student longitudinal academic growth, student achievement on statewide assessments, postsecondary and workforce readiness, and progress made on closing the achievement and growth gaps. The Board may adopt additional accreditation indicators and measures for district schools that meet or exceed the state standards for district accreditation.

The Board directs the superintendent to develop a school accreditation process for the Board's input and approval. Such process shall be developed in accordance with the Education Accountability Act of 2009 and shall assign an accreditation category to each district school on an annual basis. The accreditation process shall

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also require each district school to enter into an accreditation contract with the Board that is comparable to the accreditation contract between the Board and the State Board of Education. By October 15 of each year, the district shall provide the Colorado Department of Education with the accreditation category assigned to each district school.

In accordance with the process required by the Education Accountability Act of 2009 and applicable State Board of Education rules, the superintendent shall develop a proposed school performance, improvement, priority improvement or turnaround plan for each district school. Pursuant to the Board's constitutional and statutory authority to control instruction in its schools and determine the allocation of district resources, the Board shall review and approve all school plans, regardless of whether the plan is a performance, improvement, priority improvement or turnaround plan. Each school plan shall be submitted to the Colorado Department of Education in accordance with the timelines prescribed by applicable State Board of Education rules.

Adopted October 28, 2010

LEGAL REFS.: Colo. Const. Art. IX, Sect. 15 (*board has control of instruction within the district*)
C.R.S. 22-7-407 (*adoption of content standards*)
C.R.S. 22-11-101 *et seq.* (*Education Accountability Act of 2009*)
C.R.S. 22-11-307 (*board accreditation of district schools*)
C.R.S. 22-30-105 (*school district organization planning process*)
C.R.S. 22-30.5-104(2)(b) (*district charter schools subject to accreditation by local board*)
C.R.S. 22-32-109(1)(t) (*board duty to determine educational program and prescribe textbooks*)
C.R.S. 22-32-109(1)(mm) (*Board duty to adopt policy for accreditation of district schools*)
1 CCR 301-1, Rules 2202-R-1.00 (*State Board of Education rules for the Administration of the Accreditation of School Districts*)

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