

Section K contains policies, regulations, and exhibits on parent and community involvement in schools. Except for policies concerning education agencies, statements on public sector relations with school districts are also located in this section. Policies found in this section include parents' rights, public information and complaints, community use of school facilities, advertising in the schools, and public information and communications.

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Parent and Family Engagement in Education

The Board of Education believes that the education of each student is a responsibility shared by the school as well as parents and families. Engaging parents and families is essential to student achievement. The Board recognizes the need for a constructive partnership between the district and parents that provides for two-way communication and fosters educational support for students, parents, and families. In this policy the word “parent” means a child’s biological parent, adoptive parent, legal guardian, or other adult person recognized by the child’s school as the child’s primary caregiver.

In keeping with these beliefs, it is the district’s intention to cultivate and support active parent and family engagement and to set and realize goals for parent and family engagement in education.

To that end, all district schools will:

1. Consult with and encourage parents and families to share in school and district planning and in the setting of objectives through participating in school and district accountability committees.
2. Help parents and families understand the educational process and their role in supporting student achievement through regular, meaningful communication.
3. Inform parents and families of school choices and learning opportunities within the district, including but not limited to, information on open enrollment, choice programs, and charter school options.
4. Provide opportunities for parents and families to be informed about their student’s progress toward attaining proficiency on district academic standards through written materials and public meetings. Information shall explain how the student’s progress will be measured and how parents and families will be informed of such progress. This information will also be provided to the school and district accountability committees.
5. Provide appropriate avenues for parents and families to find support in their role.
6. Encourage formal organizations for parents and families at each school building as well as at the district level. The organizations will receive information concerning district and school activities; and will have opportunities for input into district and school decisions as appropriate.
7. Encourage and welcome parent volunteers in the schools.
8. Create an inclusive culture honoring the lived experience of students, parents, and

families in the school and district community.

9. Invest in building trusting relationships to strengthen the partnership between students, parents, and families and the school building and district regarding the education outcomes for children and youth.

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

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

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

Adopted: September 22, 2003
Revised: August 7, 2019
Revised: May 5, 2021

LEGAL REFS.:

C.R.S. 22-7-301 et seq. (measures to increase parental involvement in public education)
C.R.S. 22-11-302 (1)(g) (duties of the district accountability committee include increasing parent engagement)
C.R.S. 22-11-402 (1)(h) (duties of the school accountability committees include increasing parent engagement)
C.R.S. 22-30.5-109 (publicity regarding educational options)
C.R.S. 22-32-142 (1) (board must adopt parent engagement policy and identify a district employee to act as “point of contact”)

CROSS REFS.:

AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
KBA, District Title I Parent Involvement
KD, Public Information and Communications

District Title I Parent and Family Engagement

Pursuant to federal law, the district and the parents of students participating in Title I district programs have jointly developed the following parent and family engagement policy to establish the district's expectations and objectives for meaningful parent and family engagement. The policy shall be implemented by the superintendent or designee according to the timeline set forth in the policy and incorporated into the district's Title I plan.

Engagement with Title I planning

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

District support for parent and family engagement

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

This coordination, assistance and support shall include:

- designation of the Chief Academic Officer/Assistant Superintendent be the District Parent and Family Engagement Coordinator
- creation of a District Parent Advisory Council to provide advice on all matters related to parent and family engagement in programs supported by Title I funds
- development of district protocols for appropriate roles for community based organizations and businesses in parent and family engagement activities
- adoption of the Multi-Tiered Systems of Support (MTSS) district model approach to improving parent and family engagement at the school level (KBA-E1)
- requiring a Parent and Family Engagement Coordinator at each school, especially at Title I schools
- providing professional development in MTSS regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members
- engaging in activities and strategies to promote student achievement and learning at home, such as positive phone calls home and weekly data sharing folders
- supporting programs that reach parents and family members at home, in the community and at school

- disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members

Coordination of parent and family engagement activities with other district programs

The district shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant federal, state, and local laws and programs (including public preschools), and conduct other activities that encourage and support parents in more fully participating in the education of their children.

This includes quarterly meetings of staff involved in family engagement programs, coordination of written materials to parents regarding family engagement programs in each school, and every school follow the Colorado Multi-Tiered System of Support (MTSS) for Family, School, and Community Partnering (FSCP) Implementation Guide (KBA-E1).

Student learning

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

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

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

School-based parent and family engagement activities

The school's Parent and Family Engagement Coordinator will provide newsletter updates to all parents on the school's upcoming events, strategies to be involved, and other engagement activities. The Parent and Family Engagement Coordinator will follow the Colorado Multi-Tiered System of Supports (MTSS) prevention-based

framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level (KBA*-E1).

Method of communicating with parents

All information related to school and parent programs, meetings and other activities will be sent to parents in a format, and to the extent practicable, in a language the parents can understand. When necessary, meetings will include the services of a translator.

Annual evaluation

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

The evaluation shall address the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The evaluation shall specifically address challenges to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

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

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

Development of School-level Title I Parent Engagement Policy

Each school receiving Title I funds shall jointly develop with, agree on, and distribute to parents and family members of students participating in the Title I program (hereafter referred to as “parents”) a written School-Level Title I Parent and Family Engagement Policy establishing the district’s expectations and objectives for meaningful parent and family engagement in accordance with the requirements of federal law (KBA-E2).

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

Adopted: March 8, 2004
Revised: August 7, 2019

LEGAL REFS.:

20 U.S.C. §6301 et seq. (Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act)
Title I, Part A, Section 1112(a) (parent role in the development of district Title I plan)
Title I, Part A, Section 1112 (e) (information for parents concerning teacher qualifications, assessments and language instruction)
Title I, Part A, Section 1114(b)(2) (eligible school that desires to operate a schoolwide program must develop a comprehensive plan with involvement of parents and other community members)
Title I, Part A, Section 1115 (b)(2)(E) (Targeted Assistance Program must include parent involvement strategies)
Title I, Part A, Section 1116 (a) parent and family engagement policy)
Title I, Part C, Section 1304 (c)(3) (parent involvement in projects and programs for the education of migratory children)
C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)

CROSS REFS.:

ADA, School District Educational Objectives
AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IHBIB, Primary/Preprimary Education
IKA, Grading/ Assessment Systems
KD, Public Information and Communications

School-Level Title I Parent and Family Engagement (School/Parent Compact)

This policy and compact have been jointly developed and agreed upon by the _____ School and parents and families of students served in the school pursuant to Title I (hereafter referred to as “parents”).

Policy

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

Parent and family engagement activities in the school will include opportunities for:

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

Compact

Responsibilities of school

The school will:

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the district’s academic standards.
- Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I programs, plans and policies.

School Parent and Family Engagement Policy, the administration will:

- Facilitate and implement the Title I Parent and Family Engagement Policy.
- Involve parents in the planning, review and improvement of the School Parent and Family Engagement Policy at least annually.
- Provide notice to parents of the School Parent and Family Engagement Policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand.
- Make the School Parent and Family Engagement Policy available to the community.

With regard to parent meetings, the administration will:

- Convene annual meetings to inform parents of their school's participation in Title I, the requirements of Title I and the right of parents to be involved.
- Inform parents of all meetings and encourage and invite parents to attend. Meetings shall be offered at various convenient dates and times to facilitate attendance by parents.

With regard to Title I Programs and Plans, the administration will:

- Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Involve parents in the planning, review and improvement of any Title I programs at the school.
- If the Title I plan is not satisfactory to the parents, submit any parent comments on the plan when it is submitted to the district.
- If requested by parents, provide opportunities for regular meetings of parents and the school where parents may offer suggestions and ask questions regarding Title I policies and programs.
- Administrators will provide timely responses to parents' suggestions and questions.
- Provide assistance to parents, as appropriate, in understanding such topics as the district's academic standards, state and district academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.

With regard to professional development, the administration will:

- With the assistance of parents, educate teachers, specialized instructional support personnel, principals and other school leaders and staff in:
 - the value and utility of contributions of parents
 - how to reach out to, communicate with, and work with parents as equal partners
 - implementing and coordinating parent programs
 - building ties between parents and the school

With regard to the coordination with other programs, the administration will:

- To the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities with other relevant federal, state and local laws and programs, (including public preschools), and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students.

Shared responsibilities of administration and staff

Administration and staff will:

- Provide assistance to parents, as appropriate, in understanding such topics as the district's academic standards, state and district academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.
- Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology (including education about the harms of copyright privacy) as appropriate, to foster parental engagement.
- Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand.
- Provide such other reasonable support for parental engagement activities as parents may request.

Responsibilities of staff

The staff will:

- Assist the administration in facilitating and implementing the Title I Parent and Family Engagement Policy and parent engagement activities.
- Advise parents of their student's progress on a regular basis.
- Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in decisions relating to their student's education. For elementary schools, at least one parent/teacher conference shall be held each year during which the School-Level Title I Parent and Family Engagement Policy (School/Parent Compact) will be discussed as it relates to the student's achievement.
- Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities.
- Ensure regular two-way, meaningful communication between parents and school staff, and, to the extent practicable, in a language that parents can understand.

Responsibilities of parents

Parents will:

- Support their student's learning at home by:
 - monitoring attendance
 - monitoring completion of homework
 - monitoring television watching
 - encouraging positive use of extracurricular time
 - Volunteer in the classroom.

- Participate, as appropriate, in decisions related to their student's education.
- Participate in school activities on a regular basis.
- Actively communicate with school staff regarding their student's needs and circumstances.
- Be aware of and follow the rules and regulations of the school and school district.

School staff member: _____ Date: _____

Name (print) Title

Parent: _____ Date: _____

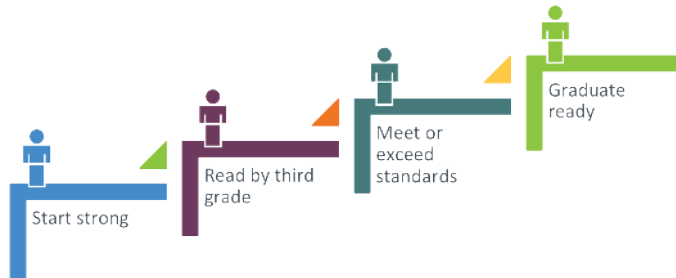
Name (print) Signature

Adopted: September 22, 2003

Revised: August 7, 2019

Statewide Goals Support Home — School Partnerships

The Colorado Department of Education has identified four strategic goals to “Support Every Student, Every Step of the Way.”



Included here are three significant Colorado legislated educational priorities that correspond to the goals and explicitly name expectations for partnering between home and school:

- READ Act: Educators and families coordinating early literacy support
- Individual Career and Academic Plan (ICAPs): Educators, students, and families together planning postsecondary success
- Educator Effectiveness: Educators following specific performance standards which include family partnering

The State Advisory Council for Parent Involvement in Education (SACPIE) is a legislated council that advises education stakeholders about best practices for involving families in increasing student achievement. According to law, council members are diverse stakeholders including parents and statewide organization representatives, from preschool to higher education.

The Colorado Department of Education works collaboratively with SACPIE in offering resources to families, educators and communities.

For more information and partnering materials:

SACPIE <http://www.cde.state.co.us/sacpie>

CDE <http://www.cde.state.co.us/resourcesforparents>

Questions Darcy Hutchins, CDE Family Partnership Director
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State law asks each school district to appoint a family partnership contact to serve as a liaison between CDE and schools. This support structure coincides with research which shows that schools nested within districts that support family engagement report higher quality partnership programs than schools that do not receive district support. *Epstein, Galindo, & Sheldon, 2011*



Families, Schools and Communities Partnering to Support Student Learning



School-initiated, specific family participation programs - such as shared reading, homework checking, and teamed two-way communication - are significantly and positively related to academic achievement for students at all levels.

Jeynes, 2012

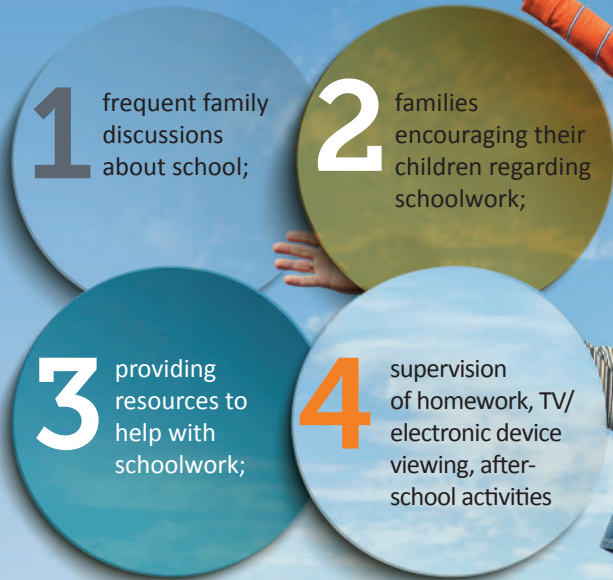


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Nationally and in Colorado, there has been a shift from what has been considered “traditional parent involvement” to a focus on active partnering, which stems from knowing what works to improve student learning and coordinating in- and out-of-school opportunities.

Family, school, and community partnering can be defined as the collaboration of families, schools and communities as active partners in improving learner, classroom, school, district and state outcomes.

Specific home and community coordinated actions which improve student achievement are: *Marzano, 2003*



Everyone Has a Role

Everyone can...

- Use a partnering vocabulary such as “we”, “our”, “together”
- Practice the National Standards
- Know his/her job in supporting student learning at home and school
- Work together to solve challenges
- Celebrate successes
- Build relationships
- Respect differences; listen to understand
- Share cultures and expertise
- Use data to make decisions
- Improve continuously, use ongoing feedback
- Tell students that adults are working together for their success

Community Members can...

- Ensure that students and adults are a part of their learning community

Families can...

- Talk to their student every day about school; encourage learning
- Provide support for learning at home in a way that works for them

Educators can...

- Engage every family; reach out, ask what is needed, and follow up
- Use a tiered support framework to offer differentiated partnering; one size does not fit all

The National Parent Teacher Association (PTA) developed national standards for what parents, schools and communities can do together to support student success.

Standard 1 **Welcoming All Families into the School Community**

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2 **Communicating Effectively**

Families and school staff engage

in regular, two-way, meaningful communication about student learning.

Standard 3 **Supporting Student Success**

Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4 **Speaking Up for Every Child**

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access

to learning opportunities that will support their success.

Standard 5 **Sharing Power**

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6 **Collaborating with the Community**

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

The State Advisory Council for Parent Involvement in Education supports a 7th standard to advance partnerships

Standard 7 **Providing Professional Development and Pre-Service Training in Partnering with Families for Administrators and Teachers**

Educators have knowledge and skills in reaching out to every family, creating meaningful partnerships focused on student success.

Practice Profile for the Essential Components of a Multi-Tiered System of Supports (MTSS)

Family, School, and Community Partnering



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Multi-Tiered System of Supports (MTSS)

Colorado has defined Multi-Tiered System of Supports (MTSS) as a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

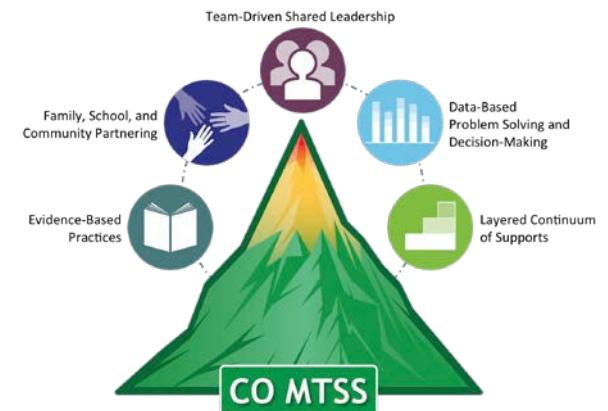
Essential Components of MTSS Implementation

Colorado has identified **five Essential Components** fundamental in implementing a Multi-Tiered System of Supports framework.

The five components are:

1. Team-Driven Shared Leadership
2. Data-Based Problem Solving and Decision-Making
3. Family, School, and Community Partnering (FSCP)
4. Layered Continuum of Supports
5. Evidence-Based Practices

These components are complementary and iterative. They are neither mutually exclusive nor hierarchical. If the components are integrated and effectively-implemented, student outcomes will improve.



Purpose of this Practice Profile

A Practice Profile is utilized to support the adoption and implementation of an innovation; in this case, the innovation referred to is the MTSS framework, with each profile representing one of five Essential Components. A Practice Profile is an instrument used to operationalize the features of a practice, program, and/or system. This Practice Profile defines the guiding principles and critical components of **Family, School, and Community Partnering**, an Essential Component of MTSS implementation. It defines this Essential Component according to the ideal or “gold” standard of implementation, acceptable variation, and unacceptable variation. The content for this profile is adapted from the *National Family-School Partnership Standards* (National PTA, 2008) and the *Dual Capacity-Building Framework* (U.S. Department of Education, 2013).

Family, School, and Community Partnering Defined

The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.



	Ideal “Gold Standard”	Acceptable Variation	Unacceptable Variation
Welcoming All Families	Families are active participants in the educational system, and feel welcomed, valued, and connected to each other, to staff, and to what students are learning and doing. Positive relationships exist. The school community respects and includes every family.	Relationships have been established <i>between</i> families and between <i>families and educational staff</i> . Families feel comfortable attending school/district activities, at school(s) and in the community.	Families feel intimidated by the school(s). Some families are not included in efforts to partner effectively. Relationships are not established.
Communicating Effectively	Families and staff engage in regular, two-way, meaningful communication about student learning. Communication is timely and reciprocal, authentic inquiries are made of families, and staff members are responsive. Multiple methods of communication ensure access and equity. Communication is ongoing.	Plans for multiple methods of communication are being developed and implemented. Staff members share information on relevant topics (e.g., instruction, issues, and decisions). Families are encouraged to initiate communication.	Communication is one-directional. Information is infrequent &/or minimal. Only one communication method is used. Content is rarely related to student learning. Access and equity are not considered.
Supporting Student Success	Families and staff continuously collaborate as active partners to support students’ learning at home and at school through a tiered system of supports. Information is shared about student-level and system-level progress.	School-based learning activities are known and supported by families and staff. Student-level progress data is consistently shared with each family.	There is no home and school coordination for student learning and progress. Learning is school-owned. Progress data is not known by all.
Speaking Up for Every Child	Families are empowered to be advocates for their own and other children, to ensure fairness and access. Families know how school systems operate, how to raise questions, and what their rights and responsibilities are.	Families feel empowered to advocate for their own children. Every family has awareness of family rights and responsibilities.	Families feel discouraged from asking questions or advocating. Families are not aware of their rights or how school systems operate.
Sharing Power	Families and staff are partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. Family voice <i>and</i> family leadership are evident. Shared responsibility is exhibited in problem solving processes.	Select policies, documents, and procedures are results of partnering. Common language but inconsistent protocols are used in problem solving and decision-making processes.	Family voice is absent from individual and system-wide decision-making. Strategic, inclusive problem solving is not taking place.
Collaborating with Community	Families and educational staff mutually collaborate with community partners (e.g., businesses, organizations, institutions of higher education) to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.	Links to community resources exist. The school/district has a place in the life of the greater community.	Families, educational staff, and community partners do not collaborate on projects. There is no mutual commitment between stakeholder groups to support student learning.
Dual Capacity - Building	Evidence-based adult learning principles are applied in an enabling context to provide varied opportunities (e.g., side-by-side workshops, online modules, forums, academies, etc.) to support the capabilities, connections, cognition, and confidence of families and educators to partner effectively throughout a multi-tiered framework.	Learning approaches, language, and content are considered when planning for adult learners. Tiered supports for families and educators are evidence-based. Delivery methods are limited.	Adult learning principles are not considered. Partnering content and/or skill development is not available. A single delivery method or stakeholder group is served. Multi-tiered partnering is not visible.

Custodial and Noncustodial Parent Rights and Responsibilities

School officials shall presume that the parent who enrolls a student in school is the student's custodial parent. Unless a currently effective Colorado court order specifies otherwise, the custodial parent shall be the one whom the school district holds responsible for the education and welfare of the student. Where the court order specifies that the parents shall share custody and jointly make decisions relative to the care and education of their child, school officials shall consult with both parents regarding educational matters affecting the child. Where the parents disagree in such matters and the court order does not provide a mechanism for resolving their differences, school officials shall follow the instructions of the parent with whom the child primarily resides during a normal school week.

If the rights of a noncustodial parent are restricted by a Colorado court order, the custodial parent shall provide the school with a certified copy of the currently effective court order curtailing these rights. Unless informed through the submission of such a court order, the school district assumes there are no restrictions regarding a noncustodial parent's rights, including the right to access the student's educational records.

The student shall not be permitted to visit with or be released to anyone, including the noncustodial parent, without the approval of the custodial parent. Unless otherwise provided by applicable law or court order, education conferences with a noncustodial parent shall be permitted only upon the consent of the custodial parent.

Adopted: July 10, 1995
Reviewed: August 10, 1998
Revised: August 7, 2019

LEGAL REFS.:

20 U.S.C. §1232g (Family Educational Rights and Privacy Act of 1974) (FERPA)
20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Improvement Act of 2004) (IDEIA)
34 C.F.R. §99.1 et seq. (FERPA regulations)
34 C.F.R. 300.30 (b)(2) (IDEIA regulation)
C.R.S. 14-10-123.8 (access to school records)

CROSS REFS.:

JLIB, Student Dismissal Precautions
JRA/JRC, Student Records/Release of Information on Students
KFA, Public Conduct on District Property

Custodial and Noncustodial Parent Rights and Responsibilities

The following procedures have been developed for situations involving child custody, visitation and release of records:

1. The enrollment records of the district will include information regarding the marital status of a student's parents. Such status will be reviewed each year.
2. The school shall flag the files of students whose parents are divorced or legally separated or have other special custody arrangements. The school shall maintain a card file of these students that is easily accessible to the principal or designee.
3. If a person whom the principal or designee does not recognize appears at school requesting the dismissal of a student, the principal or designee shall ask for identification such as a driver's license.

Children of Divorced/Separated Parents

1. Both parents have the right to access the student's educational records.
2. If a student's parents are divorced, legally separated, or have other special custody arrangements, district personnel shall request a copy of any and all legal documents pertaining to child custody, including restraining orders.
3. The district will presume that both parents have equal access to a child when that student is registered in school unless one parent provides the district with a currently effective Colorado court order indicating otherwise.
4. A copy of the court order governing a divorce, separation or delineation of parental rights will be provided by the custodial parent and kept in the student's cumulative record as a temporary record.
5. If the school is aware that the student's parents are divorced or separated and a parent refuses to provide a copy of the court order to the district, the principal will be advised and a statement of the refusal will be noted, including the date and situation. This statement will be filed in the student's cumulative record. The district will provide access to the student's educational records to both parents in this case.
6. A student will not be denied admission to school on the basis of refusing the request for documentation of a divorce, separation or delineation of parental rights.
7. A student will not be released to or visited by a noncustodial parent during the school day unless the custodial parent has approved the release or permission for visitation.
8. If a school official is in doubt about the validity of a request or documentation presented, the official will contact the superintendent. The official shall request positive identification of any individual making a request for release or visitation of a student.

9. If a person making a request for release or visitation refuses to leave the school premises at the principal's request, the principal may contact the appropriate law enforcement agency.
10. Contact from an attorney on behalf of a parent may be referred to the school attorney on advice of the superintendent.

Approved: July 10, 1995
Reviewed: August 10, 1998
Revised: August 7, 2019

Community Involvement in Decision Making

The Board of Education endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the academic achievement of students in the district. It therefore intends to take steps to identify the desires and concerns of the community and be responsive, through its actions, to those desires and concerns.

All citizens of the district are encouraged to express their ideas, concerns and judgments about the schools through such means as written suggestions or proposals; presentations at hearings; responses to surveys made through interviews, written instruments or other means; comments at meetings of the Board; service on citizens' advisory committees; participation in focus groups and involvement in community engagement processes.

The advice and concerns expressed by the school community will be given careful consideration. In the evaluation of such input, the first concern will be for the educational program as it affects students. The Board's final decision may depart from the views expressed by some members of the school community when in the judgment of the Board such views are not consistent with good educational practice or within reach of available financial resources.

Adopted: February 25, 1985
Reviewed: August 10, 1998
Revised: August 7, 2019

CROSS REFS.:

BDF, Advisory Committees
BEDH, Public Participation at School Board Meetings

Public Information and Communications

Because the schools are an important aspect of this community and because residents of the district are interested in the programs and activities of the schools, the Board shall strive to:

1. Keep the public informed about the policies, administrative operations, objectives and educational programs of the schools.
2. Provide the means for furnishing full and accurate information, favorable and unfavorable, together with interpretation and explanation of school plans and programs.

In meeting these goals, the Board shall place great importance upon the role of the teacher as communicator and interpreter of the school program to parents/guardians and the general public. Further, it recognizes that there are times when direct communication between school officials and the community is necessary. At such times, the Board shall encourage and provide these opportunities.

The superintendent shall develop procedures and techniques for ensuring a continuous and free-flowing line of communication between the staff and the district's residents.

Adopted: February 24, 1986

Revised: August 12, 1996

Reviewed: August 10, 1998

Revised: August 7, 2019

LEGAL REFS.:

C.R.S. 22-2-117 (2) (waivers from State Board of Education; public notice required)

C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)

C.R.S. 22-32-109.1 (2)(b) (safe school reporting requirements)

C.R.S. 22-35-104 (1)(b) (notification regarding concurrent enrollment options)

C.R.S. 22-44-301 et seq. (Public School Financial Transparency Act)

1 CCR 301-1, Rules 2202-R-1.01 et seq. (applicable regulations)

CROSS REFS.:

BE and subcodes, School Board Meetings

BG, School Board Policy Process

DAB*, Financial Administration

Public's Right to Know/Freedom of Information

The Board is a public servant, and its meetings and records shall be matters of public information, subject to such restrictions as are set by federal law or regulation, by state statute, or by pertinent court rulings.

The official minutes of the Board, its written policies, and its financial records shall be open for inspection at the office of the superintendent by any citizen desiring to examine them during hours when the office of the superintendent is open. However, no records shall be released for inspection by the public or any unauthorized persons—either by the superintendent or any other person designated as custodian for school district records—if such disclosure would be contrary to the public interest as described in state law or otherwise prohibited by law. The district's financial information shall be posted online in accordance with the Public School Financial Transparency Act.

It is the policy of the school district to provide open transparent access to educational materials utilized within the school district to that end educational material shall be made available for inspection to members of the public at reasonable times upon request for any reason.

In responding to a request for the district's public records, the district may charge a fee for staff time spent in excess of one hour for the following: researching and retrieving the requested records; conducting searches for requested records; reviewing records to determine whether they are responsive to the request; and identifying and separating those records that are not public and/or are privileged or confidential. Such fee shall be \$33.58 per hour, which may be increased from time to time as permitted by applicable state law. The district may also charge other reasonable fees in responding to a request for the district's public records, in accordance with the accompanying regulation.

The Board wishes to support the right of the people to know about the programs and services of their schools and shall make reasonable efforts to disseminate information. Each principal is authorized to use all means available to keep parents/guardians and others of that particular school's community informed about the school's program and activities.

Definitions

For the purposes of this policy:

“educational materials” means all written materials and electronic resources that an educator for a local education provider uses in teaching in preschool, kindergarten, or grades one through five or in teaching a course in grades six through twelve, including but not limited to textbooks, supplemental workbooks or worksheets, or texts assigned, or recommended reading materials, electronic or digital materials, or other resources and course syllabuses, but does not include tests or student assignments developed by

educators but not yet distributed to students

“Educator” means a classroom teacher, a person employed by the local education provider to provide professional services to students in support of the education

Instructional program, and includes a school administrator, contractor, or volunteer.

Adopted: February 24, 1986

Revised: August 12, 1996

Reviewed: August 10, 1998

Revised: December 13, 2017

Revised: August 7, 2019

Revised: September 16, 2020

Revised: November 1, 2023

LEGAL REFS.:

C.R.S. 22-9-109 (exemption from public inspection) C.R.S. 22-32-109 (1)(c) (documents available for public inspection)

C.R.S. 22-44-301 et seq. (Public School Financial Transparency Act) C.R.S. 24-72-201 et seq. (access to public records)

C.R.S. 24-72-205 (6)(a) (must adopt policy regarding the fee for research and retrieval of public records, if the district imposes such a fee; policy must be posted on website or otherwise published)

C.R.S. 24-72-205 (6)(b) (maximum hourly fee for research and retrieval of public documents adjusted on July 1, 2019, and every five-year period thereafter)

CROSS REFS.:

BEDA, Notification of School Board Meetings

BEDG, Minutes DAB*, Financial Administration

EGAEA, Electronic Communication

GBJ, Personnel Records and Files

JRA/JRC, Student Records/Release of Information on Students

Parent Notification of Employee Criminal Charges

The district shall notify students' parents when a district employee or former district employee is charged with a specific criminal offense, as required by state law and in accordance with this policy.

Definitions

For purposes of this policy, the following definitions shall apply:

1. "Employee" shall mean a person currently employed by the district or formerly employed by the district at any time within twelve months prior to the person being charged with a specific criminal offense and whose work requires or required the employee to be in contact with students or whose work area gives or gave the employee access to students.
2. "Parents" shall mean a student's biological or adoptive parents or a student's legal guardian or legal custodian.
3. "School day" shall mean a day on which student instruction occurs at the school and school is in session. When school is not in session (e.g. summer break), "school day" shall mean business day and shall not include a Saturday, Sunday or legal holiday.
4. "Specific criminal offense" shall mean:
 - a. felony child abuse, as specified in C.R.S. 18-6-401;
 - b. a crime of violence, as defined in C.R.S. 18-1.3-406 (2), except second degree assault, unless the victim is a child;
 - c. a felony involving unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
 - d. felony domestic violence, as defined in C.R.S. 18-6-800.3;
 - e. felony indecent exposure, as described in C.R.S. 18-7-302;
 - f. a level 1 or level 2 felony drug offense, as described in C.R.S. 18-18-401 et seq.

Parent notification

The district shall notify parents within two school days after the employee's preliminary hearing for a specific criminal offense is held, waived or deemed waived by the employee. If the specific criminal offense is not eligible for a preliminary hearing, the district shall notify parents within two school days after the date on which the employee is charged with a specific criminal offense. If the district cannot determine whether a preliminary hearing will be held or has been held or waived, the district shall notify

parents within two school days of learning that the employee has been charged with a specific criminal offense.

The notification shall be to those parents of students:

1. enrolled in the school in which the employee is employed or was employed at the time of the alleged specific criminal offense;
2. with whom the district has reason to believe the employee may have had contact as part of his or her district employment.

Alternatively, the district may provide the parent notification required by this policy upon learning of the employee's arrest for a specific criminal offense from the Colorado Bureau of Investigation.

Within two school days after the district confirms the disposition of the charge against the employee for a specific criminal offense, the district shall notify parents of such disposition using the same notification method used in the initial notice to parents. If a delay in parent notification is requested by the appropriate law enforcement agency, the district shall delay notification to parents until the request is withdrawn.

Adoption: August 7, 2019

LEGAL REFS.:

- C.R.S. 22-1-130 (parent notification of employee criminal charges)
- C.R.S. 22-2-119 (4)(b) (district notification of employee arrests)

CROSS REFS.:

- ADD, Safe Schools
- GBEB, Staff Conduct (And Responsibilities)

NOTE: When the district receives information from the Colorado Bureau of Investigation that an employee has been arrested for a specific criminal offense as defined by this policy, the district "shall monitor the criminal proceedings" to determine whether the employee is charged with a specific criminal offense and whether a preliminary hearing has been held, if the charge is eligible for a preliminary hearing. C.R.S. 22-1-130 (3)(a).

Parent Notification of Employee Criminal Charges (Sample Notice)

TO: Parents
FROM: [Building Principal/Superintendent of Schools]
DATE: [Date]
REGARDING: Parent notification of employee criminal charges

NOTE: State law requires the district to provide this notice to parents “in the same manner” by which the district notifies parents of important school business, which may include “email notification or other electronic communication sent directly to parents or by first-class mail.” C.R.S. 22-1-130 (4)(d).

This [letter/email] is to notify you that the following [district employee/former district employee] has been charged with a criminal offense.

In accordance with C.R.S. 22-1-130, this notice must be provided regardless of whether the actions giving rise to the criminal charge occurred while the person was acting within the scope of his or her school district employment.

Person’s name: _____
Position: _____

Employment status: This person [is/is not] currently employed by the district.
[Optional language if the person is a current employee and if applicable: This person has been [suspended/placed on administrative leave] pending an investigation.]
Length of district employment: From [date] to [date].

NOTE: The “alleged criminal offense” and corresponding statute or code that must be included in the next paragraph will be one of the following:

- A. *felony child abuse, as specified in C.R.S. 18-6-401;*
- B. *a crime of violence, as defined in C.R.S. 18-1.3-406 (2), except second degree assault,*
- C. *unless the victim is a child;*
- D. *a felony involving unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);*
- E. *felony domestic violence, as defined in C.R.S. 18-6-800.3;*
- F. *felony indecent exposure, as described in C.R.S. 18-7-302;*
- G. *a level 1 or level 2 felony drug offense, as described in C.R.S. 18-18-401 et seq.*

Alleged criminal offense that this person has been charged with, including the violation of statute or code: _____

UNDER STATE AND FEDERAL LAW, A PERSON CHARGED WITH A CRIME IS PRESUMED INNOCENT UNTIL PROVEN GUILTY.

The District is required to provide notice of the disposition of the charge within 2 days of learning the disposition. (Sec. 22-1-130(4)(d), C.R.S.) The disposition notification must be provided using the same method as the original notice to parents (i.e., if original was emailed, disposition notice must be emailed).

The alleged criminal offense does not involve a current or former student/did not occur on district property/did not occur during school hours. State law specifically prohibits the district from disclosing the identity of the alleged victim. C.R.S. 22-1-130 (5)(b).

If you or your child have any information to report concerning this [employee/former employee] or have any additional questions or concerns, please contact me at [phone number] or [email address.]

Adopted: September 4, 2019

Public's Right to Know/Freedom of Information

The following procedure applies to requests by members of the public, including parents, community members, media organizations and other third parties, for inspection of public records maintained by the district. A person who has the right to inspect a public record also has the right to request to be furnished a copy of the record.

Process for requesting records

1. All requests for public record(s) maintained by the district shall be specific enough to allow the district to efficiently identify the requested record and respond to the request. To clarify and facilitate the processing of a request to inspect and/or obtain copies of records, the district may require that the request be made in writing.
2. If the requested public record is in active use, in storage, or otherwise not readily available at the time of the person's request, the person requesting the record shall be informed of that fact. The custodian of records will then make the record available within a reasonable time of the person's request.

A reasonable time shall not exceed three working days, but may be extended by an additional seven working days if certain extenuating circumstances exist, in accordance with state law.

3. If the person seeking the record requests transmission of the record, the custodian of records shall notify the person once the record is available that it will only be transmitted when the custodian receives payment or makes arrangements for receiving payment for all costs associated with the record transmission and for all other fees lawfully allowed, unless the custodian waives all or any portion of such costs or fees.

Upon receipt of payment of any applicable copy costs and/or other fees or upon making payment arrangements with the person requesting the record, the custodian of records will transmit a copy of the record by United States mail, other delivery service, facsimile or electronic mail. Transmission will occur as soon as practicable but no more than three business days after the district's receipt of payment, or making arrangements to receive such payment.

4. Inspection of any public record shall take place in an area designated by the district's custodian of records and shall occur in a manner that will not be disruptive to district operations. District employees may be assigned to monitor any inspection of public records.
5. If the district does not have facilities for making a copy of a record that a person has the right to inspect, the person shall be granted access to the record for the purpose of making a copy. The copy shall be made under the supervision of the custodian of records or designee. When practical, the copy shall be made in the place where the record is kept but if it is impractical to do so, the custodian may allow arrangements for the copy to be made at another facility.

District responsibilities

The district has no duty to create a public record that does not already exist.

If the district stores the public record in a digital format, the district must provide a copy of the record in a digital format. Public records stored in a searchable format must be provided in a searchable format and public records stored in a sortable format must be provided in a sortable format. However, public records do not need to be provided in a searchable or sortable format if any of the following exceptions apply:

1. producing the record in the requested format would violate the terms of a copyright or licensing agreement;
2. producing the record in the requested format would result in the release of third party proprietary information;
3. after making reasonable inquiries, the records custodian determines that:
 - a. it is not technologically or practically feasible to permanently remove information that the district is required or permitted to withhold;
 - b. it is not technologically or practically feasible to provide a copy of the record in a searchable or sortable format;
 - c. producing the record in a searchable or sortable format would require the purchase of software, or the creation of additional programming or functionality in existing software, to remove information the district is required or permitted to withhold.

Fees

1. The fee for copying public records will be \$.25 per page.
2. No transmission fee will be charged for transmission via electronic mail.
3. If the district in response to a specific request manipulates data to generate a record in a form not used by the district, it may charge a reasonable fee not to exceed the actual cost of manipulating the data and generating the record. Fulfilling such a request will be at the option of the district.
4. If a requested record is a result of computer output other than word processing, the fee for a copy will be based on recovery of the actual costs of providing the electronic service and product together with a reasonable portion of the costs associated with building and maintaining the information system. This fee may be reduced or waived by the superintendent or designee if the electronic service or product is used for a public purpose.
5. If another facility is necessary, the costs of providing them shall be paid by the person requesting the copy. The custodian may establish a reasonable schedule of times for making a copy and may charge the same fee for services rendered in supervising the copy as the custodian may charge for furnishing a copy.

Denial of access and dispute resolution

1. If the district denies a request for access to district records and the person requesting the records asks for a written statement of the grounds for denial, the district shall provide a written statement to the person, citing the law or regulation under which the district denied access.
2. A person denied access to district records may seek a court order compelling disclosure.
3. Before seeking a court order, the person must provide written notice to the records custodian at least 14 days before filing an application in court.
4. During the 14-day period, the records custodian shall meet in person or communicate on the telephone with the person denied access to district records to determine if the dispute may be resolved without court involvement.
5. Any common expense necessary to resolve the dispute shall be apportioned equally between the person requesting the records and the district, unless the district and person agree to a different method of allocating the costs.

In addition to the procedures contained in this regulation, the district may develop further procedures governing the inspection, copying and transmission of its records as it deems necessary to protect its records and prevent unnecessary interference with district staff responsibilities and district operations.

Approved: April 10, 1995
Reviewed: August 10, 1998
Revised: December 13, 2017
Revised: August 7, 2019

Press Releases, Conferences and Interviews

It is important that information about district and/or school activities and problems of other events be provided to the community in a way which will create and maintain a dignified and professionally responsible image for the school district.

The procedures listed below shall be followed when providing official district information to the news media:

1. The Board president shall be the official spokesperson for the Board, except as this duty is delegated to another board member or the superintendent.
2. The superintendent shall provide for distribution of news releases which are of a district-wide nature or pertain to established district policy.
3. The superintendent shall establish regulations for the dissemination of news releases pertaining to individual schools and athletics.

Adopted: April 10, 1995
Reviewed: August 10, 1998
Revised: August 7, 2019

Press Releases, Conferences and Interviews

The superintendent's office will issue all news releases on events and activities of a district-wide nature. This will include the assignment of staff and news concerning new personnel in any school.

Releases pertaining to the athletics and physical education programs will be the specific responsibility of the director of athletics and physical education but will be issued through the superintendent's office. However, coaches will report the results of games directly to newspapers.

Otherwise the release of news pertaining to an individual school will be the responsibility of the school principal who will send a copy of all releases issued to the superintendent's office.

Efforts shall be made to report news of school programs and activities adequately, regularly and well. News releases should be sent to all of the papers and radio stations serving the community.

Approved: February 24, 1986

Reviewed: August 10, 1998

Revised: August 7, 2019

Crisis Management (Safety, Readiness and Incident Management Planning)

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

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

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

Adopted: May 27, 2009
Revised: June 9, 2010
Revised: August 7, 2019
Revised: November 18, 2020

LEGAL REFS.:

C.R.S. 13-21-108.1 (3) (requirements for persons rendering emergency assistance through the use of automated external defibrillators)
C.R.S. 25-53-102 (automated external defibrillators requirements must be referenced in safety, readiness and incident management plan)
C.R.S. 22-1-126 (Safe2Tell Program)
C.R.S. 22-32-109.1 (1)(b.5) (definition of “community partners”)
C.R.S. 22-32-109.1 (4) (school response framework is required part of safe schools plan)
C.R.S. 24-33.5-1213.4 (school all-hazard emergency planning and response)

CROSS REFS.:

JLCE, First Aid and Emergency Medical Care
JLDBG, Peer Mediation

Public Concerns and Complaints

Constructive criticism motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively is welcomed by the Board of Education.

Public complaints made pursuant to this policy may involve personnel or district operations. Such complaints shall be processed in accordance with this policy's accompanying regulation. Public complaints concerning unlawful discrimination, instructional resources or teaching methods shall be processed according to applicable Board policy, as listed in this policy's cross references.

This policy and accompanying regulation shall not apply to parent/guardian concerns or complaints filed on behalf of a student or concerning a student. If a parent/guardian files a complaint, the district shall follow applicable Board policy in responding to the complaint, as listed in this policy's cross references.

The Board relies on district staff to resolve concerns raised by the public and believes that complaints are best handled and resolved as close to their origin as possible. Therefore, whenever a complaint is made directly to the Board or an individual Board member, it shall be referred to the superintendent, who shall process the complaint in accordance with this policy's accompanying regulation.

Adopted: February 24, 1986
Reviewed: August 10, 1998
Revised: August 7, 2019

Weld County RE-5J School District

Request for Reconsideration of Instruction Materials

School in which the material is being used: _____

Your Name (*please print*): _____

Telephone #: _____ Address: _____

Complainant represents: Self _____ Organization/ Group _____ (Name of group) _____

Do you have a student who attends the school listed above? Yes No

Please check the type of material in question:		
<input type="checkbox"/> Book	<input type="checkbox"/> Video	<input type="checkbox"/> Kit
<input type="checkbox"/> Magazine	<input type="checkbox"/> Audio	<input type="checkbox"/> Other _____
<input type="checkbox"/> Pamphlet	<input type="checkbox"/> Software	_____

Title of material: _____

Author/Distributor: _____ Copyright Year: _____

The following questions are to be answered after the complainant has read, viewed or listened to the material. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. Did you read, view, or listen to the material in its entirety? _____

2. Where is the material being used? Classroom _____ Library _____

3. If it is being used in a classroom, please provide the following information:

Grade _____ Name of class or subject _____

Teacher _____

4. Are students required to use the material? Yes No I don't know

5. Have you read reviews of this material by reputable sources? If so, please list sources.

6. To what do you object? (Please be specific. Cite pages or particular sequences of material.)

7. What do you believe is the theme or purpose of this material? -----

8. What do you feel might be the result of a student using this material? -----

9. Would you recommend this material for a different age group? -----

10. What other materials of the same subject and format would you recommend?

11. What is your request in regard to this material?

Do not assign it to students at this grade level

Withdraw it from use at the school

Require parental permission for use

Refer it to an official committee for evaluation

Signature of complainant

Date

Please return completed form to the school principal.

- i. A book shall not be excluded because of the writer's race or nationality or political or religious views.
 - ii. The value of any book or other material shall be judged as a whole, taking into account the purpose of the material rather than individual, isolated expressions or incidents in the work.
3. The superintendent or designee shall review the complaint and reevaluation, and shall render a decision in the matter. Should the solution be unsatisfactory, the complainant may appeal the decision to the Board.

In summary, the Board assumes final responsibility for all books and instructional materials it makes available to students. It holds its professional staff accountable for their proper selection. It recognizes rights of individual parents/guardians with respect to controversial materials used by their own children. It will provide for the reevaluation of materials in library collections upon formal request.

Adopted: April 10, 1995
Reviewed: August 10, 1998
Revised: August 7, 2019

CROSS REFS.:

IJ, Instructional Resources and Materials
IMB, Teaching about Controversial Issues and Use of Controversial Materials

Public Concerns/Complaints about Teaching Methods, Activities or Presentations

Parents/guardians or patrons shall be allowed to challenge the use of any teaching methods, activities or presentations but must express such objection through the following procedures:

1. The parent/guardian or patron with a concern is encouraged to meet with the appropriate teachers or other staff involved.
2. If not resolved with the teacher, the school principal shall hold a conference with the complainant. A written record shall be made of this meeting. Copies shall be supplied to all parties involved.
3. After the initial contact of the complainant with the school administrator, the teacher(s) involved in the challenge shall be invited to attend any subsequent meetings. Written minutes shall be taken of subsequent meetings. Copies shall be supplied to all parties involved.
4. If the complainant is dissatisfied with the results of the conference(s), the principal shall inform the complainant of the following procedures and provide him/her with a copy of these procedures and the Citizen's Challenge or Objection to Teaching Methods, Activities or Presentations (Citizen's Challenge or Objection)" form to be acted upon by a review committee appointed by the superintendent.
5. Within 10 working days of receiving the completed challenge form, the principal shall forward it to the chair of the review committee together with a written report of the conference(s) held with the complainant.
6. Copies of the report shall be sent to the superintendent, the complainant and the teacher involved.
7. One copy of the report shall be kept in the school file.
8. The principal shall provide the chair of the review committee with a copy or copies or description of the methods, activities or presentations, and the principal involved shall be given the opportunity to render a professional opinion on the appropriateness of the methods, activities or presentations utilizing supporting evidence.
9. The complainant shall be given the opportunity to render an opinion on the appropriateness of the material utilizing supporting evidence.
10. Within 60 calendar days from receiving the completed and signed challenge form, a written recommendation of the review committee shall be forwarded to the superintendent and all parties in interest.
11. If the complainant or teacher(s) involved is not satisfied with the recommendation of the review committee, he or she has the privilege of appealing to the superintendent and if necessary the Board of Education.
12. If the same methods, activities or presentations are challenged at a future date, the principal and the chair of the review committee shall examine the previous decision in the light of additional points of view. If they find any significant difference in the new challenge, the committee again may review the methods,

activities or presentations. Otherwise, the original decision shall stand and a copy of the final written recommendation of the committee and any Board action shall be sent to the complainant with an explanation that the methods, activities or presentations have been evaluated previously. If the complainant believes his or her challenge is different from the previous one or that significant new evidence exists, the complainant may appeal the decision to the review committee, superintendent or Board of Education.

13. Any party may be represented by counsel at any step of this procedure.

Nothing herein shall be deemed to modify or repeal any other policy or regulation of the school district relative to rights and expression on the part of the professional staff or students.

Adopted: April 10, 1995
Reviewed: August 10, 1998
Revised: August 7, 2019

Public Concerns and Complaints

In accordance with this regulation's accompanying policy, this regulation contains the procedures to follow when a member of the public files a formal complaint against the district.

Any member of the public may file a formal complaint within the same school year that the incident or concern that is the subject of the complaint occurred. Any complaint filed outside of this timeline shall not be considered.

If the public complaint does not involve personnel and the most direct staff member involved is the superintendent, the person may request to start at Step 3 of the following process.

The public complaint process shall be as follows:

Step 1. Generally, the first step is to discuss the complaint or concern with the district employee responsible for the event or action that forms the basis for the complaint.

Step 2. If the complaint is not resolved at Step 1, the person may initiate a formal complaint that shall be written, dated and signed. The person may then request review of the formal complaint by submitting it to the district employee having direct administrative or supervisory responsibility over the work of the employee involved in the complaint. Such complaint shall be filed within 20 working days of discussing the complaint pursuant to Step 1. If the supervisor or administrator determines that the complaint cannot be resolved informally, the supervisor or administrator shall render a written decision within 10 working days of receipt of the complaint.

Step 3. If the complaint is not resolved at Step 2, the person may request review of the formal complaint by submitting it to the superintendent within 10 working days of receipt of the decision in Step 2. If the superintendent or superintendent's designee determines that the complaint needs further response, the superintendent shall render a written decision within 10 working days of receipt of the complaint and any written decision from Step 2.

Step 4. If the complaint is not resolved at Step 3, the person may request review of the formal complaint by submitting a written request to the Board of Education within 10 working days of receipt of the decision in Step 3.

Matters referred to the Board shall be specific in terms of the action desired. The person shall submit the request for Board review to the superintendent. The Board shall not consider or act on complaints that have not been explored at the appropriate administrative level. If the Board agrees to review the complaint by adding it to a Board

meeting agenda, the Board's decision shall be made in writing within 15 working days after the Board's review. All decisions and findings by the Board shall be final.

Approved: August 7, 2019

Community Use of School Facilities

Community groups shall be permitted and encouraged to use school facilities for worthwhile purposes when such uses will not interfere with the school program. All arrangements shall be subject to the following provisions:

Eligible Organizations

Organizations connected with and promoting recognized school functions may use the buildings without charge.

Other organizations, [including the Boy Scouts of America, Big Sisters of America, Boys and Girls Clubs of America, Future Farmers of America, Girl Scouts of America, Little League Baseball Inc. and any other group intended to serve youth under the age of 21 listed in Title 36 of U.S. Code] may use school property upon payment of suitable fees and costs, according to the fee schedule recommended by the superintendent and approved by the Board of Education. Rental or fees may be waived for charitable or other nonprofit organizations or groups by the Board.

Whenever a community group is permitted to use a school or other facility, the building Administrator will determine if school personnel are required to be on hand, paid for by the organization, when in the opinion of the building Administrator it is necessary to supervise the individuals and protect school property. The number of paid employees shall depend on the type of service, number to be served and number of volunteer helpers.

No school building or facility shall be used for any purpose which could result in picketing, rioting, disturbing the peace or damage to property or for any purpose prohibited by law.

Rental Charges and Approval of Use

Specific regulations for scheduling outside uses of school facilities shall be drawn up by the superintendent and approved by the Board. Fees for the use of school facilities shall be determined by the superintendent or designee based upon the rental charges and personnel fees approved by the Board.

All rentals of school facilities shall be approved by the superintendent or designee on the basis of this policy and its accompanying regulations. Any special requests or exception to policy and/or regulations must be approved by the Board.

All long-term rental agreements must be renewed at the beginning of each school year.

Any individual, group or organization using school property as provided under this policy shall hold the Board of Education, individual Board members and all district officers,

agents and employees free and harmless from any loss, damage, liability, cost or expense that may arise during or be in any way caused by such use or occupancy. When using school facilities, organizations will be required to furnish satisfactory liability insurance protection.

Adopted: April 10, 1995
Reviewed: August 10, 1998
Revised: November 9, 1998
Revised: August 7, 2019

LEGAL REFS.:

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act)
C.R.S. 22-32-110 (1)(f)

CROSS REFS.:

EDC, Authorized Use of School-Owned Materials or Equipment
JJA-2, Student Organizations – Open Forum

Public Conduct on School District Property

Persons using or upon school district property, including all district buildings, parking lots, and any district vehicle used to transport students, shall not engage in the conduct described below.

Any person considered by the superintendent or designee to be in violation of this policy shall be instructed to leave district property and law enforcement may be contacted. Any person who has engaged or district officials reasonably believe will engage in conduct prohibited by this policy may be excluded from district property.

The following conduct by any person is prohibited:

1. Any conduct that obstructs, disrupts or interferes with or threatens to obstruct, disrupt or interfere with district operations or any activity sponsored or approved by the district.
2. Physical abuse or threat of harm to any person or school district property.
3. Damage or threat of damage to district property regardless of the location, or property of a member of the community when such property is located on district property.
4. Forceful or unauthorized entry to or occupation of district facilities, including both buildings and grounds.
5. Use, possession, distribution or sale of drugs and other controlled substances, alcohol and other illegal contraband on district property, at district or school-sponsored functions or in any district vehicle transporting students. For purposes of this policy, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine).

If, however, the administration of medical marijuana is in accordance with the Board's policy on administration of medical marijuana to qualified students, such possession shall not be considered a violation of this policy.

6. Distribution, manufacture or sale of controlled substances or the possession of controlled substances with intent to distribute them within 1,000 feet of the perimeter of school grounds.
7. Entry onto district buildings or grounds by a person known to be under the influence of alcohol or a controlled substance.
8. Unlawful use of any tobacco product.

9. Unlawful possession of a deadly weapon, as defined in state law, on school property or in school buildings, unless such possession is in accordance with C.R.S. 18-12-105.5 or 18-12-214(3). For purposes of this policy, “deadly weapon” means:

- a. a firearm, whether loaded or unloaded;
- b. a fixed blade knife with a blade that exceeds three inches in length;
- c. a spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length;
- d. any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, a BB gun, a slingshot, bludgeon, nunchucks, brass knuckles or artificial knuckles of any kind.

Consistent with C.R.S. 18-12-105.5 or 18-12-214(3), restrictions on the possession, including concealed possession, of deadly weapons on school property or in school buildings, shall apply to all visitors, district employees, employees of district contractors, charter school employees, and employees of charter school contractors; except that such restrictions shall not apply to employees or contractors who are required to carry or use deadly weapons in order to perform their necessary duties and functions, as approved in advance in writing by the Board of Education if the employee or contractor is not employed by a law enforcement agency or school security officer. For purposes of this policy, an employee or contractor of the district or any charter school of the district must dedicate at least 95% of his or her job time and job responsibilities to school security in order to be a “school security officer.”

10. Profanity or verbally abusive language.

11. Violation of any federal, state or municipal law or Board policy.

Adopted: April 10, 1995
Revised: August 10, 1998
Revised: September 4, 2019
Revised: November 18, 2020
Revised: March 17, 2021

LEGAL REFS.:

21 U.S.C. 860 (crime to distribute or manufacture controlled substances within 1,000 feet of a school)
C.R.S. 12-47-901 (1)(h) (prohibits consumption of alcohol in any public place without a license or permit)
C.R.S. 18-9-106 (disorderly conduct)
C.R.S. 18-9-108 (disrupting lawful assembly)
C.R.S. 18-9-109 (interference with staff, faculty or students of educational institutions)
C.R.S. 18-9-110 (public buildings – trespass, interference)
C.R.S. 18-9-117 (unlawful conduct on public property)
C.R.S. 18-12-105.5 (unlawful carrying/possession of weapons on school

grounds)

C.R.S. 18-12-214 (3)(a) (person with valid concealed handgun permit may have a handgun on school property as long as handgun remains in his or her vehicle and if, while the person is not in vehicle, the gun is kept in a compartment and the vehicle is locked)

C.R.S. 18-18-407 (2) (crime to sell, distribute or possess with intent to distribute any controlled substance on or near school grounds or school vehicles)

C.R.S. 22-1-119.3 (3)(c), (d) (no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)

C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)

C.R.S. 25-14-103.5 (boards of education must adopt policies prohibiting tobacco and retail marijuana use on school property)

C.R.S. 25-14-301 (Teen Tobacco Use Prevention Act)

CROSS REFS.:

ADC, Tobacco-Free Schools

GBEB, Staff Conduct (And Responsibilities)

GBEC, Alcohol and Drug-Free Workplace

JICH, Drug and Alcohol Use Involvement by Students

JICI, Weapons in School

JLCDB*, Administration of Medical Marijuana to Qualified Students

KI, Visitors to Schools

Community Use of School Facilities

Responsibility

The Chief Financial Officer shall be responsible for the administration of the accompanying policy on community use of school facilities.

The Executive Secretary will assist potential users in finding suitable space and providing technical assistance to appropriate building staff upon request.

Scheduling

After district activities have been scheduled, space will be available with attention to broad and equitable use of facilities. Alternate locations will be offered whenever possible if a particular building cannot accommodate all requests. All use is subject to the general guidelines and availability of district staff.

The Executive Secretary shall be responsible for notification of each principal and head custodian of the date and time of all building activities and the rooms reserved and for keeping a calendar of all rental commitments and reservations for regular school activities during the year.

Permission for use during the hours of the regular school day or during ANY period after the closing of school, which in the judgment of the principal may be necessary for school purposes, may be refused.

Field use

Fields will be available for approved community use. This use is subject to cancellation or adjustment due to weather or field conditions. Groups requesting reserved and exclusive use shall be charged a fee based on the FEE SCHEDULE.

Application for use

Written approval is required for use of a school building or grounds by any group that is not a part of the regular public school program. Such approvals which are considered to be a part of these regulations may be granted for a single use or a limited, continuing use.

The requestor must submit a completed RENTAL AGREEMENT form for "Use of School Facilities" to the Chief Financial Officer for approval, denial, or modification.

Approval will depend upon satisfactory assurance that the use of the school facility will be under the direct supervision of an adult who in the judgment of the Building

Principal/Building Supervisor is responsible and competent to supervise the proposed program or activity. The supervision provided by each renting group must be adequate to ensure that the members of the group remain in the assigned portion of the facility. If required by school officials, guards or uniformed police also must be provided at the expense of the user.

If approved, the activity will be added to the building master calendar and copies of the application will be completed and distributed to the Director of Facilities, head custodian, principal, applicant and other school personnel as deemed necessary.

Cancellation and revocation

The user must notify the Executive Secretary if the event is canceled or times are adjusted. Repeated and/or short notification of cancellations may result in denial of further requests for building use.

The district reserves the right to cancel building use agreements should the space be needed for school or school-related activities. This privilege will be used only when necessary due to unavoidable circumstances. Attempts will be made to offer alternative space. The district may revoke building use at any time. When this occurs, appropriate financial adjustments will be made.

General regulations

1. A regularly employed member of the custodial staff may be required to be on duty during the use of any school building by groups to which permission has been granted.
2. No agreement will be transferred to any person or group other than the one to whom issued.
3. Safety
 - a. All applicable fire and safety laws/regulations governing use of school facilities must be observed at all times, including:
 - b. Auditorium exit lights must be used.
 - c. Open flame (including candles) is prohibited.
 - d. Room capacity is not exceeded.
 - e. Temporary electrical or mechanical modifications are prohibited.
 - f. Flammable holiday or other decorations are prohibited.
 - g. Stairways, corridors and entrances/exits must be kept free from obstruction at all times.
 - h. No equipment, scenery or decorations of any type may be used within the building or on the premises except as specifically authorized in the agreement. Such authorized equipment, scenery or decorations, must conform to all local and state regulations and must not be attached to the walls, floors or ceilings (except to anchors presently provided).

4. Prohibited activities on district property
 - a. Use or possession of alcohol or controlled substances. For purposes of this regulation, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine). Failure to comply will be dealt with by local law enforcement agencies.
 - b. Smoking, chewing or any other use of tobacco products within the building or on school grounds in accordance with state law and Board policy on tobacco-free schools. If an individual group does not comply with this policy or these regulations, the group will be denied use of district facilities for a period of no less than 18 months.
 - c. All disruptive or illegal activities, including obscene language, quarreling or fighting.
 - d. Unlicensed gambling.
 - e. Unlawful possession of a deadly weapon, as defined in state law, on school property or in school buildings, unless such possession is in accordance with C.R.S. 18-12-105.5 or 18-12-214(3). For purposes of this policy, "deadly weapon" means:
 1. a firearm, whether loaded or unloaded;
 2. a fixed blade knife with a blade that exceeds three inches in length;
 3. a spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length;
 4. or any other weapon, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used, or designed to be used to inflict death or serious bodily injury including, but not limited to, a BB gun, a slingshot, bludgeon, nunchucks, brass knuckles or artificial knuckles of any kind.
5. Damage
 - a. The approved party will be responsible for all damages and losses to the school facility and/or the contents and must indemnify and hold harmless the Board and its employees from any claim resulting from or arising out of the use of the school facilities named in the application or any part of the facilities covered in the application.
 - b. The Board will not be held responsible for any damage or loss which may occur to non-school property brought on the premises. Such property must be removed from the facility immediately after the use or before such time that the materials will interfere with school activities.
6. Insurance
 - a. School district property insurance and comprehensive general liability insurance do not extend to community or other groups using school facilities.
 - b. The district requires non-school groups to provide certificates of insurance in the amount of \$1,000,000.

7. Locations

All applications will be approved for specific rooms or fields. It will be the responsibility of the approved party to restrict the activities of the group to that specific area except for necessary hallways and restrooms. The approved party is responsible for not allowing unauthorized individuals into the approved area or activity.

8. Times

Facility use times will be specified in the application. All groups are expected to vacate the premises by the hour specified. An additional hour rental may be charged for early arrival or late exit.

9. Days

Facilities may be rented Monday through Friday as space is available and as such rental does not interrupt or disturb regular school activities. Use of school facilities on Saturday or Sunday may be permitted and will be subject to staff availability where applicable. Summer use may be limited due to custodial work schedules.

10. Clean up

General clean up will be the responsibility of the approved party. Rubbish must be removed from the facility immediately after use or before such time as it will interfere with school activities. Additional fees will be charged for clean up when deemed necessary.

Guidelines for religious use

Facilities may be used for religious activities under the following conditions:

1. Church services and religious activities must be conducted at times when school is not in session.
2. Religious objects and symbols must be removed after each use.

Nondiscrimination

All users are subject to laws and regulations applicable to school districts which prohibit unlawful discrimination based upon age, sex, sexual orientation, national origin, race, color, ancestry, creed, religion, marital status, disability or need for special education services.

Rental categories

Category 1 - DISTRICT ACTIVITIES

No rental fee shall be charged to the following:

1. School-affiliated groups such as parent-teacher organizations, school-related parent and community groups, or employee groups of an educational, recreational, social or professional nature as approved by the Building Principal/Building Supervisor.
2. Governmental entities using facilities as a polling place.

3. Precinct caucuses.

Category 2 - RECIPROCITY AND JOINT USE AGREEMENTS

1. Separate agreements are established for these uses.

Category 3 - NON-PROFIT YOUTH ACTIVITIES

1. Scouts, youth leagues, and other youth groups.

Category 4 - NON-PROFIT COMMUNITY GROUPS

1. Community-sponsored groups that do not charge a fee and whose main purpose is to hold an informative meeting that is open to the public (such as League of Women Voters, political parties, local neighborhood organizations and recognized community service groups).
2. Community-sponsored youth and senior citizen activities when:
 - a. Instructors or supervisors receive no payment for their involvement in that activity.
 - b. Fees for the activity, if any, provide only for direct non-personnel costs.
3. Church services and events

Category 5 - COMMERCIAL YOUTH AND ADULT ACTIVITIES

1. For-profit groups and individuals where the use is not incompatible with Board policy.

Fees

1. Custodial

Any organization or individual, regardless of classification, shall be required to pay the cost of custodial services if use of the facility will result in direct costs to the school district. For those facilities where a custodian is regularly on duty during the rental, the user may be charged up to two hours per use at the current custodial salary rate to compensate for additional work required in opening, securing, cleaning, etc., related to the rental.

2. Cafeteria

A school cafeteria manager or other designated employee(s) must be present for general supervision of the cafeteria/kitchen. The user shall pay the district in accordance with the fee schedule for all required personnel.

3. Payment

All users are expected to pay rental fees in advance. Organizations that have made prior arrangements with the Chief Financial Officer may pay on a monthly basis. Organizations wishing to pay on a monthly basis should submit a request in writing. Failure to pay as per agreement may result in denial of access to the

facility and denial of future requests. Checks should be made out to the school district and forwarded to the district business office.

4. Financial accountability

It will be the responsibility of the Building Principal/Building Supervisor to ensure that revenue received is forwarded to the business office for deposit to the appropriate accounts. Fees collected for salaries will be used to reimburse those accounts. Fees collected for facility rental/use will be deposited in the district facility maintenance account.

5. Fee revision

Rental fees are subject to review and revision and may be adjusted annually by the Board.

Guidelines for denial of use

The district reserves the right to deny building use for any reason. Approval will be denied if in the judgment of district personnel is that the proposed activities would:

1. Jeopardize the equipment and/or facilities of the building.
2. Conflict with school activities.
3. Be incompatible with the school/neighborhood.
4. Violate any Board policy or local, state or federal law.

Guidelines for appeal

Applicant(s) may file a written appeal to the superintendent if an application for use of school facilities is denied. Further appeal, if necessary, may be made to the Board of Education.

Approved: September 4, 2019

LEGAL REFS.:

- C.R.S. 18-18-407 (2) (crime to sell, distribute or possess any controlled substance on or near school grounds or school vehicles)
- C.R.S. 22-32-109 (1)(bb) (board duty to prohibit use of tobacco products on school property and at school-sponsored activities)
- C.R.S. 24-10-101 et seq. (Colorado Governmental Immunity Act)
- C.R.S. 24-34-601 (discrimination in places of public accommodation)
- C.R.S. 24-34-602 (penalty and civil liability for unlawful discrimination)
- C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)
- C.R.S. 25-14-103.5 (use of tobacco products on school property is prohibited)

CROSS REF.:

ADC, Tobacco-Free Schools

Distribution/Posting of Noncurricular Materials

The purpose of this policy is to define the parameters applicable to the distribution or posting of noncurricular materials on district property in a manner that does not disrupt the district's educational programs nor interfere with the district's mission. Requests from the public to distribute or post materials in the district's schools or buildings or on district property may be permitted in accordance with this policy and accompanying regulations.

Noncurricular materials deemed "unacceptable" by the district shall not be approved for posting or distribution. The following shall be considered "unacceptable" material:

- Material that promotes or favorably portrays unlawful conduct or conduct that violates Board policy, including but not limited to the Board's policies prohibiting unlawful discrimination, harassment and bullying.
- Material that is injurious to, or encourages conduct that threatens disruption of school operations or endangers the health or safety of staff and/or students.
- Material designed for commercial purposes advertising a product or service for sale or rent—unless the material itself has educational value that makes the commercial message a secondary consideration.
- Material that is libelous, invades the rights of others or inhibits the functioning of the school or district, or advocates interference with the rights of any individual or with the normal operation of the school or district.
- Materials which in any way promotes, favors or opposes the candidacy of any candidate for election, or the adoption of any bond issues proposal, or any public question submitted at any general, municipal or school election. The prohibition shall not apply on any election day or special election when the school is being used as a polling place.
- Material that is obscene, vulgar or patently offensive as defined by prevailing community standards throughout the district.
- Material that is inconsistent with or unrelated to the district's mission and educational values.

This policy governs noncurricular materials and is not intended and shall not be interpreted to prevent or limit distribution of materials by district staff that are intended to supplement and enrich district curriculum in accordance with Board policy. District staff who wish to distribute noncurricular materials shall comply with this policy and accompanying regulation.

The superintendent or designee shall present to any person or persons wishing to distribute or post noncurricular materials a copy of this policy and the accompanying regulation.

Adopted: April 10, 1995
Reviewed: August 10, 1998
Revised: August 9, 2019

LEGAL REF.:

C.R.S. 22-32-110 (1)(r) (Board's authority to exclude objectionable materials)

CROSS REFS.:

IMB, Teaching about Controversial Issues and Use of Controversial Materials

JICEA, School-Related Student Publications

JICEC*, Student Distribution of Noncurricular Materials

Distribution/Posting of Noncurricular Materials

Approval

Any group, organization, corporation, individual, club, society or association (hereinafter referred to as “person” or “persons”) that wishes to distribute or post any noncurricular material in any district school or building or on district property shall submit the material to the superintendent for approval a minimum of 48 hours prior to the proposed distribution or posting. The superintendent or designee may approve distribution or posting in accordance with this regulation and accompanying policy unless it is determined that the material is “unacceptable” as defined in the accompanying policy.

Appeal

- Any person or persons that are denied approval for distribution or posting of noncurricular materials may appeal the decision-as follows:
- Within 10 days after the superintendent’s or designee’s decision, written notice shall be served by the aggrieved party or parties on the superintendent, requesting a hearing before the Board.
- The superintendent shall schedule the hearing on the agenda of the next regularly scheduled Board meeting which generally will be held within thirty (30) days of the filing of a request for a hearing.
- After providing the aggrieved party or parties an opportunity to be heard, the Board shall render a decision which shall be final.

Regulations

1. Place

Distribution or posting of noncurricular materials shall be made at places within the school or on school grounds as designated by the school principal, except that in no event shall such materials be distributed in any classroom of any school building.

Distribution/posting in district buildings or on district property shall be as designated by the superintendent.

2. Time

Distribution or posting shall be made one-half hour before school and/or during regularly scheduled lunch periods and/or 15 minutes after the close of school. Any other times during the school day are considered to be disruptive of normal school activities.

3. Littering

All distributed or posted items discarded on school or district property shall be removed by the persons distributing such materials.

4. Distributors

Students may not be used as the agents for distribution of materials without the written consent of the student's parent or guardian.

5. Manner

No student shall in any way be compelled or coerced to accept any materials being distributed by any person distributing such materials or by any school official. In the alternative, no school official or student shall interfere with the distribution of approved materials.

Violation of these regulations or accompanying policy shall be sufficient cause for denial of the privilege to distribute or post materials at future dates, subject to the ability to appeal as provided above.

Approved: April 10, 1995
Reviewed: August 10, 1998
Revised: August 7, 2019

Visitors to Schools

The district will make reasonable efforts to accommodate requests to visit the district's schools, yet also recognizes concerns for the welfare of students. Therefore, the district limits visitors to:

1. Parents/guardians of current students;
2. Other family members of current students who are approved by the student's parent/guardian;
3. Board members and other persons invited by the district for official business purposes.

To ensure visitors do not disrupt the educational process or other school operations and that no unauthorized persons enter schools, all visitors must report to the school office immediately when entering a school.

Authorized visitors may:

- (1) be required to sign in and out;
- (2) be given name-tags to wear identifying them as visitors;
- (3) be accompanied by a district employee for some or all of the visit.

School administrators may approve additional building procedures pertaining to school visitors to preserve a proper and safe learning environment.

Unauthorized persons may not loiter on school property at any time. Law enforcement authorities may be called to enforce this policy provision.

Visiting schools is a privilege, not a right, which may be limited, denied or revoked by a school administrator or designee based on considerations of student and/or staff health, safety, efficient school operations, maintenance of a proper educational environment, or failure to comply with this policy.

Adopted: April 10, 1995
Reviewed: August 10, 1998
Revised: August 27, 2001
Revised: August 7, 2019
Revised: September 2, 2020

LEGAL REFS.:

- C.R.S. 18-9-109 (interference with school staff or students)
- C.R.S. 18-9-110 (trespass, interference at or in public buildings)
- C.R.S. 18-9-112 (definition of loitering)
- C.R.S. 18-9-117 (unlawful conduct on public property)
- C.R.S. 18-12-105.5 (unlawful possession of weapons on school property)
- C.R.S. 22-32-109.1 (7) (Board must adopt open school policy)

CROSS REFS.:

ADC, Tobacco-Free Schools

CF, School Building Administration

EBBA, Prevention of Disease/Infection Transmission

ECA/ECAB, Security/Access to Buildings

JLCC, Communicable/Infectious Diseases

KFA, Public Conduct on District Property

Relations with State Agencies

To enhance the safety and security of students, staff and community, a cooperative and proactive effort shall be maintained between the officials of the school district and state agencies.

The Board shall cooperate and to the extent possible develop written agreements with law enforcement, the juvenile justice system and social services, as allowed under state and federal law, to keep each school environment safe.

This cooperative and proactive effort shall pursue the following primary objectives:

1. Development and periodic review of crisis prevention and management plans and safe school plans.
2. Assessment of district and building security, safety, and violence prevention policies and procedures.
3. Development of guidelines for how and when to contact state agencies and what support the district shall provide to aid in the effectiveness of the state agency.
4. Protection of the civil rights of all individuals.

Adoption: August 7, 2019

LEGAL REF.:

C.R.S. 22-32-109.1 (3) (agreements with state agencies)

CROSS REFS.:

ECA/ECAB, Security/Access to Buildings JIH, Student Interviews, Interrogations, Searches and Arrests KDE, Crisis Management (Safety, Readiness and Incident Management Planning)

Relations with Military Recruiters, Postsecondary Institutions and Prospective Employers

This policy is established by the Board of Education to provide reasonable guidelines for military recruiters, postsecondary institutions and prospective employers to have access to school facilities and students, for recruiting purposes.

All military recruiters, postsecondary institutions and prospective employers shall be treated uniformly with regard to the conduct of on-campus student recruitment. A schedule of recruiters visiting the district's high schools will be announced to the student body in advance by each school's guidance office through publications and/or by posting on bulletin boards. Recruiters will be allowed to conduct meetings during the school day with those students who are interested.

Recruiters shall be permitted to conduct follow-up visits to the high school in order to meet with individual students upon the individual request of the student involved and with the authorization of the high school administration. Requests for follow-up individual meetings are to be scheduled through the student's guidance counselor.

All group meetings are to be scheduled through the guidance office at each high school. Classroom teachers who schedule organizational recruiters as a career awareness activity should coordinate those activities through the appropriate member of the guidance staff.

Directory and other student information shall be released to recruiters as allowable in accordance with policy JRA/JRC, Student Records/Release of Information on Students.

Adoption: August 7, 2019

LEGAL REFS.:

- 10 U.S.C. 503, 544 (military recruiter access to student records contained in National Defense Authorization Act for FY 2002)
- 20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
- 20 U.S.C. 7908 (military recruiter access to student records)
- 34 C.F.R. 99.1 et seq. (district shall comply with FERPA)
- C.R.S. 24-72-204 (3)(a)(VI) (schools cannot disclose address and phone number without consent)
- C.R.S. 24-72-204 (3)(d) (information to military recruiters)

CROSS REFS.:

- JRA/JRC, Student Records/Release of Information on Students KI, Visitors to Schools