

## Mission Statement

*Develop responsible and  
productive members of  
society*

Strasburg School District  
31-J

**February 12, 2020 @ 7:00 p.m.**

### **Board of Education**

Julie Winter, President

Michael Marrero, 1<sup>st</sup> Vice  
President

Open, 2<sup>nd</sup> Vice President

Diana Elliott, Secretary

Dillon Kent, Treasurer

*Strasburg School Board strives to  
follow our guiding principles:*

**T** – Transparency

**R** – Respect

**U** – Unity

**T** – Trust

**H** – Honesty

## **Agenda**

### **SCHOOL DISTRICT BOARD ROOM**

Meetings are held in the East video-conference room – Room 110.

Please enter the High School through the circle drive entrance.

#### **Board Procedures:**

Board meeting time is dedicated to the mission and goals of the Strasburg 31J School District. Public opinion is valuable to the Board, and there is an opportunity during request from patrons to address the Board. Individuals who try to address the Board outside of public comment may not be recognized.

Members of the public who intend to offer public comment to the Board must sign up for comment before each Board meeting. The Board President has discretion to call on those who have signed up and set the order of speakers.

Presentations must be no more than three minutes.

- I. Opening of the Meeting**
  - a. Call to Order
  - b. Roll Call
  - c. Pledge of Allegiance
  - d. Adoption of Agenda
  - e. Board Procedures – The Board President will outline the procedures for the meeting
- II. Information from the Superintendent & Department Reports**
- III. Public Hearing & Public Participation**
- IV. Board Correspondence/Reports**
- V. Board Action items – Consent Groupings**
  - a. Personnel
    - i. New Hires:
      - 1. Cameron Schiller, SHS Head Track Coach
      - 2. David Lasecke, SHS Assistant Track Coach
  - b. Policy
    - i. CBI Evaluation of Superintendent
    - ii. IHBIB Primary Preprimary Education
    - iii. IKF 2 Graduation Requirements
    - iv. IKF 2 E Graduation Requirements Exhibit
    - v. ILBC Early Literacy and Reading
    - vi. ILBC R Early Literacy and Reading
    - vii. JLCD Administering Medication to Students
    - viii. JLCBD Administration of Medical Marijuana to qualified students
    - ix. JLCE First Aid and Emergency Medical
    - x. JLDAC Screening and Testing of Students
    - xi. KDB Public Right to Know Freedom of Information
    - xii. KDE Crisis Management
    - xiii. KFA Public Conduct on District Property
  - c. Approval of the minutes of the January 15, 2020 Regular Board Meeting.
  - d. Approval of claims, accounts, and financial statements, as appropriate.
- VI. Action Items – not consent groupings**
  - a. Wolf Creek Run – Direction for the attorney
- VII. Agenda Setting**
  - a. Discuss agenda topics for future board meetings
  - b. Meeting times and dates
- VIII. Adjourn**

***Strasburg School District***  
***Recommendation for Hire Form***

**Name of person being recommended for hire:**

Alan Cameron Schiller

**Recommendation for What Position:**

Head High School Track & Field Coach

**New Position or Replacing Someone in Current Position (If replacing someone who?)**

Kameron Weber (resigned)

**Recommendation being made by/Date:**

Michelle Woodard      1-22-2020

**Names of those interviewed:**

Cameron Schiller & Kayla Paris

**Names of Interview Committee:**

Michelle Woodard, Jeff Rasp & Kim Harris

**Date Recommendation is scheduled for the Board: ASAP**

**Contract Amount: TBD**

***Strasburg School District***  
***Recommendation for Hire Form***

**Name of person being recommended for hire:**

David Lasecke

**Recommendation for What Position:**

Assistant High School Track & Field Coach (Throwing)

**New Position or Replacing Someone in Current Position (If replacing someone who?)**

Nick Dickens

**Recommendation being made by/Date:**

Michelle Woodard      2-1-19

**Names of those interviewed:**

N/A

**Names of Interview Committee:**

Michelle Woodard & Cameron Schiller

**Date Recommendation is scheduled for the Board: ASAP**

**Contract Amount: TBD**

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

## **Evaluation of Superintendent**

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

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

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

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

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

Adopted: 2006

LEGAL REFS.: C.R.S. [22-9-106](#) (4)(b) (*local board of education shall have exclusive authority for evaluating the superintendent*)

C.R.S. [22-9-109](#) (*specific portions of superintendent's evaluation open to public inspection*)

CROSS REFS.: [ADA](#), School District Educational Objectives

[CBA/CBC](#), Qualifications/Powers and Responsibilities of Superintendent

[CBD](#), Superintendent's Contract

<p><i>NOTE: A person who is employed in multiple roles in the district may receive a single evaluation that takes into account the employee's performance of his/her responsibilities in each role. The employee's supervisor shall conduct the evaluation or, if the employee is the superintendent, the board shall conduct the evaluation. C.R.S. <a href="#">22-9-106</a> (4.3).</i></p>
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**[Revised November 2015]**

COLORADO SAMPLE POLICY 1985©

# Revised Sample Policy

File: IHBIB

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

## **Primary/Preprimary Education**

### **Kindergarten programs**

The district shall establish and maintain a kindergarten program or programs. A kindergarten program may be a half-day or full-day program, and the district shall receive state funding for students enrolled in these programs on a half-day or full-day basis, in accordance with state law.

### **Preschool programs**

All district preschool programs shall comply with the rules established by the Department of Education and with the rules for child care centers established by the Department of Human Services.

### **Children with disabilities**

In meeting its obligation to offer an individualized program for children with disabilities at age three, the district shall provide a special education preschool program at no cost to students who have been identified as children with disabilities pursuant to applicable law.

### **Colorado preschool program**

In addition, when the district receives funding from the state to do so, the district shall provide a preschool program as part of the Colorado Preschool Program for three-, four- and five-year-old children who lack learning readiness due to significant family risk factors, who are in need of language development or who are receiving services from the Department of Human Services as neglected or dependent children. All enrolling three-year-olds must lack overall learning readiness that is attributable to at least three of the significant family risk factors.

Parents/guardians wishing to have their children participate in this program shall make application to the district. Participants then shall be selected on the basis of greatest need.

### **Other children who wish to enroll on tuition basis**

In an effort to offer a well-rounded learning experience, the preschool program may be open on a tuition basis to students who have not been identified as children with disabilities pursuant to applicable law or who are not eligible for the program because of the factors listed above. The administration shall develop admission procedures that take into consideration space and staffing requirements.

(Adoption date)

LEGAL REFS.: C.R.S. 22-20-101 *et seq.* (Exceptional Children's Educational Act)  
C.R.S. 22-28-101 *et seq.* (Colorado Preschool Program Act)  
C.R.S. 22-32-119 (1) (requires establishment of kindergarten program)  
C.R.S. 22-32-119.5 (full-day kindergarten phase-in plan)  
C.R.S. 22-43.7-201 *et seq.* (full-day kindergarten capital construction funding)  
C.R.S. 22-44-118 (full-day kindergarten reserve)  
C.R.S. 22-54-103 (9.5) (definition of preschool enrollment)  
C.R.S. 22-54-103 (10) (funding for kindergarten)  
C.R.S. 22-54-108.5 (mill levy to fund full-day kindergarten)  
C.R.S. 22-54-130, 131 (full-day kindergarten funding)  
C.R.S. 26-6-102 (1.5) (definition of child care center)  
1 CCR 301-8, Rules 2220-R-1.00 *et seq.* (Rules for the Administration of the Exceptional Children's Educational Act)

CROSS REFS.: BDFC\*, Preschool Council  
IHBA, Special Education Programs for Students with Disabilities

NOTE 1: If the district has incorporated a Head Start program as part of its preschool, this policy needs to be revised accordingly. See, C.R.S. 22-28-109.

NOTE 2: Pursuant to C.R.S. 22-28-106, the term "significant family risk factors" is defined to mean any of the following:

- The child is eligible to receive free or reduced-cost lunch pursuant to the National School Lunch Act
- Homelessness of the child's family
- An abusive adult residing in the home of the child
- Drug or alcohol abuse in the child's family
- Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child
- The child's parent or guardian has not successfully completed a high school education or its equivalent
- Frequent relocation by the child's family to new residences
- Poor social skills of the child



*NOTE 3: School districts participating in the Colorado Preschool Program (CPP) may only use CPP funds to pay the district's costs of providing preschool services directly to enrolled children (for example teacher and paraprofessional salaries and benefits, supplies, home visits, and the like). Any moneys remaining in the preschool program budget at the end of any fiscal year must remain in the preschool program budget for use in subsequent budget years. C.R.S. 22-28-108 (5.5).*

*NOTE 4: Pursuant to C.R.S. 22-54-103, school districts participating in the Colorado Preschool Program may choose to determine the number of students enrolled in such preschool program(s), including those students with disabilities enrolled in such program(s), on November 1 within the applicable budget year or the school date nearest to November 1, instead of on the pupil enrollment count day. These preschool students shall be counted as half-day pupils.*

*NOTE 5: If a school district establishes a preschool program pursuant to the Colorado Preschool Program Act ("Act"), state law specifies that a district may count and receive funding only for students enrolled in a preschool program who are three or four years old on or before October 1 of the applicable budget year. C.R.S. 22-28-104 (3).*

*NOTE 6: Pursuant to C.R.S. 22-54-103 (10), a district may receive funding for highly advanced gifted children enrolled in kindergarten who are four years old on or before October 1 of the applicable budget year. The determination of whether a child qualifies as a highly advanced gifted child shall be in accordance with Colorado Department of Education's rules. C.R.S. 22-20-204 (2)(b).*

*NOTE 7: Pursuant to HB19-1262, school districts that provide full-day kindergarten are prohibited from charging fees for students to attend full-day kindergarten, other than fees routinely charged to enrolled students in other grades and that are applicable to the kindergarten educational program. If the General Assembly stops funding kindergarten students as full-time pupils, a district may resume charging a fee or tuition for the unfunded portion of the school day. The district should consult with its own legal counsel to determine the approach that best meets local circumstances and needs.*

# Revised Sample Policy

File: IKF-2

*NOTE: State law requires each local board of education to establish high school graduation requirements that “meet or exceed any minimum standards or core competencies or skills identified in the state’s guidelines for high school graduation requirements. . . .” C.R.S. 22-32-109 (1)(kk)(II). These requirements apply to students enrolling in the ninth grade in the 2017-18 school year (i.e., the class of 2021). This sample contains the content/language that CASB believes best meets the intent of the law.*

## **Graduation Requirements** (Beginning with the Class of 2021)

In pursuit of its mission to ensure that all students reach their learning potential and are prepared for postsecondary and career opportunities, the Board of Education has established the following graduation requirements for students entering the ninth grade in the 2017-18 school year and each ninth grade class thereafter.

To receive a high school diploma from the district, students must meet or exceed the district’s academic standards and measures required by this policy. Students with disabilities shall be provided access to all graduation pathways provided by this policy and shall have the opportunity to earn a high school diploma from the district.

### **College and career readiness**

*NOTE: State law requires local boards to adopt graduation requirements that demonstrate English and Math readiness in accordance with the state graduation guidelines. C.R.S. 22-32-109(1)(kk)(II).*

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. The Board has selected its own measures from these state graduation guidelines.

### **English**

Students must complete at least one English of the following measuress and one Math measure and meet or exceed the measure’s corresponding cut score or criteria to demonstrate college and career readiness in English and Math. The Board’s approved measures and cut scores are outlined in this policy’s accompanying exhibit.

~~*NOTE: The following matrix reflects the college and career readiness measures for English in the state graduation guidelines. Each local board must choose one or more of the following measure(s) as its own, board-identified measures. To provide students with as many options as possible, a local board should include all measures available in the district. A local board may also raise the minimum score required (i.e., “cut score”) on a particular assessment if it chooses to do so. CASB encourages local boards to collaborate with district administrators to determine the measures and cut scores/criteria that meet local needs and circumstances.*~~

Measure	Cut Score/Criteria
Accuplacer assessment	Score of at least 62 on Reading Comprehension.
ACT assessment	Score of at least 18 on English.
ACT WorkKeys assessment that demonstrates English readiness, as identified on the accompanying exhibit.*	Score of at least 3 (Bronze level).
Advanced Placement (AP) exam that demonstrates English readiness, as identified on the accompanying exhibit.*	Score of at least 2.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
International Baccalaureate (IB) exam that demonstrates English readiness, as identified on the accompanying exhibit.*	Score of 4.
SAT assessment	Score of at least 430 on English.
Collaboratively-developed, standards-based performance assessment that demonstrates English readiness, as identified by the Board and approved by the state.  <i>[NOTE: Districts are waiting on further guidance from the Colorado State Board of Education and the Colorado Department of Education regarding standards-based assessments that meet this requirement and the cut scores/criteria for such assessments.]</i>	<i>[Insert the approved cut score here.]</i>
Concurrent enrollment course that demonstrates English readiness, as approved by the district and included in the student's academic plan of study or Individualized Career and Academic Plan (ICAP).	Grade of at least a _____. <i>[Insert required grade as defined by the board's concurrent enrollment policy or applicable agreement.]</i>

Industry certificate that demonstrates academic and intellectual learning in the subject area of English.	Receipt of the industry certificate and approval by the district-designated team.  <i>[NOTE: The district should create an accompanying regulation to define its process for qualifying industry certifications.]</i>
District capstone project that demonstrates academic and intellectual learning in the subject area of English.	Completion of the district capstone project and approval by the district-designated team.  <i>[NOTE: The district should create an accompanying regulation to define its process for district capstone projects.]</i>

*\*NOTE: The district must create an accompanying exhibit that lists the specific measures the district has determined meet the board's criteria for demonstrating college and career readiness in English (e.g., IB exam in English A Literature SL, IB exam in English A Literature HL, AP exam in English Language and Composition, AP exam in Psychology, etc.). Placing this detail in an accompanying exhibit allows district administrators to update this list as needed, without the need for board approval or revision to this policy.*

## Math

Students must complete at least one of the following measures and meet the measure's corresponding cut score or criteria to demonstrate college and career readiness in Math.

*NOTE: The following matrix reflects the college and career readiness measures for Math in the state graduation guidelines. Each local board must choose one or more of the following measure(s) as its own, board-identified measures. To provide students with as many options as possible, a local board should include all measures available in the district. A local board may also raise the minimum score required (i.e., "cut score") on a particular assessment if it chooses to do so. CASB encourages local boards to collaborate with district administrators to determine the measures and cut scores/criteria that meet local needs and circumstances.*

Measure	Cut Score/Criteria
Accuplacer assessment	Score of at least 61 on Elementary Algebra.
ACT assessment	Score of at least 19 on Math.
ACT WorkKeys assessment that demonstrates Math readiness, as identified on the accompanying exhibit.*	Score of at least 3 (Bronze level).
Advanced Placement (AP) exam that demonstrates Math readiness, as identified on the accompanying exhibit.*	Score of at least 2.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31 <sup>st</sup> percentile.

<del>International Baccalaureate (IB) exam that demonstrates Math readiness, as identified on the accompanying exhibit.*</del>	<del>Score of 4.</del>
<del>SAT assessment</del>	<del>Score of at least 460 on Math.</del>
<del>Collaboratively-developed, standards-based performance assessment that demonstrates Math readiness, as identified by the Board and approved by the state.</del>  <del>[NOTE: Districts are waiting on further guidance from the Colorado State Board of Education and the Colorado Department of Education regarding standards-based assessments that meet this requirement and the cut scores for such assessments.]</del>	<del>[Insert the approved cut score here.]</del>
<del>Concurrent enrollment course that demonstrates Math readiness, as approved by the district and included in the student's academic plan of study or Individualized Career and Academic Plan (ICAP).</del>	<del>Grade of at least a _____. [Insert required grade as defined by the board's concurrent enrollment policy or applicable agreement.]</del>
<del>Industry certificate that demonstrates academic and intellectual learning in the subject area of Math.</del>	<del>Receipt of the industry certificate and approval by the district-designated team.</del>  <del>[NOTE: The district should create an accompanying regulation to define its process for qualifying industry certifications.]</del>
<del>District capstone project that demonstrates academic and intellectual learning in the subject area of Math.</del>	<del>Completion of the district capstone project and approval by a district-designated reviewer.</del>  <del>[NOTE: The district should create an accompanying regulation to define its process for district capstone projects.]</del>

~~\*NOTE: The district must create an accompanying exhibit that lists the specific measures that the district has determined meet the Board's criteria for demonstrating college and career readiness in Math (e.g., IB exam in Economics SL or IB exam in Mathematics HL, AP exam in Calculus, AP exam in Statistics, etc.) Placing this detail in an accompanying exhibit allows district administrators to update this list as needed, without the need for board approval or revision to this policy.~~

~~NOTE: A local board may include measures and cut scores/criteria in Science, Social Studies, Art or other academic standards if it wishes to do so. If it does, these measures should be included here with the appropriate heading (e.g., "Science") and with the cut scores/criteria that students must meet to graduate.~~

## Exceptions to the Board's required measures and cut scores/criteria

If a student has demonstrated college and career readiness by completing an assessment or other measure that is not included in this policy's accompanying exhibit but is included in the state graduation guidelines, the principal or principal's designee may determine that such assessment or other measure is acceptable and meets the district's graduation requirements.

## Courses required for graduation

NOTE: A local board may choose to require students to complete specific courses as part of its graduation requirements and identify them here. Please note that state law requires all students to satisfactorily complete a course on the civil government of the State of Colorado and the United States (civics). C.R.S. 22-1-104. State law also "encourages" districts to treat computer science and coding courses as a math or science course and count completion of a computer science or coding course toward the fulfillment of a math or science graduation requirement. C.R.S. 22-32-133.5(3). Local boards also should be mindful of any specific course requirements for college admission and other postsecondary and workforce opportunities. For information about the admission standards for postsecondary education in Colorado, visit the Colorado Department of Higher Education's website. For information about postsecondary and workforce readiness, visit the Colorado Department of Education website.

## Units of credit required for graduation

English	4 years (English 9, 10, 11 & Senior English)
Math	4 years (9,10,11,12) (Algebra 1, Geometry, Algebra 2 required)
Science	3 years (incl. Earth/Physical Science, Biology, Junior year)
Social Sciences	3 years (Freshmen Seminar/Civics, Geography, World History, American History)
Science/ Social Sciences	1 year of <u>either</u> additional core
Health	1 year
Computer Literacy	1 year
Foreign Language	1 year (many colleges require 2)

Physical Education	1 year (1 season sport = .25 credit – up to 1 credit)
Senior Seminar/Government	1 year
Academic Electives	3 academic electives required. (Includes any elective classes within the core academic areas).
Electives	6 including the 3 academic electives
<b>Total Credits</b>	26

### Credit from other institutions and home-based programs

Students entering from outside the district must meet the district's course requirements. The principal or principal's designee shall determine whether credit toward course requirements shall be granted for courses taken outside the district.

In accordance with applicable state law, college courses completed pursuant to the student's participation in a "dropout recovery program" shall count as credit toward completion of the district's credit requirements.

### Early graduation

*NOTE: The following paragraph illustrates how a district may express its goals for students who become eligible to graduate early from high school. It is optional and should be revised to meet local circumstances or omitted if not applicable.*

The Board of Education believes that most students benefit from four years of high school experience and are encouraged not to graduate early. However, in some cases, students are ready for postsecondary education or other opportunities ~~at an earlier age~~ prior to completing four years of high school. Therefore, the ~~superintendent or designee~~ principal may grant permission to students wishing to graduate early, provided the student has met all district graduation requirements in accordance with this policy and its accompanying exhibit.

(Adoption date)

LEGAL REFS.: C.R.S. 22-1-104 (*teaching history, culture and civil government*)  
C.R.S. 22-32-109 (1)(kk) (*board to establish graduation requirements that "meet or exceed" state graduation guidelines*)  
C.R.S. 22-32-132 (*discretion to award diploma to honorably discharged veterans*)  
C.R.S. 22-33-104.5 (*home-based education law*)  
C.R.S. 22-35-101 *et seq.* (*Concurrent Enrollment Programs Act*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment  
AEA, Standards Based Education  
IHBG, Home Schooling  
IHBK\*, Preparation for Postsecondary and Workforce Success  
IHCDA, Concurrent Enrollment

IK, Academic Achievement  
IKA, Grading/Assessment Systems

NOTE 1: A “pathways in technology early college high school,” or p-tech school, may have different high school graduation requirements from those of the district. C.R.S. 22-35.3-103(5).

NOTE 2: The district may grant a diploma endorsement in areas such as:  
1) STEM (science, technology, engineering and mathematics), in accordance with the statutory criteria in C.R.S. 22-7-1009.3(2); and 2) biliteracy, in accordance with the statutory criteria in C.R.S. 22-7-1009.5(2) and (3).

NOTE 3: The district may seek to participate in the workforce diploma pilot program, aimed at providing coursework to adults so that they may earn their high school diploma. C.R.S. 22-10.3-101 et seq.

**[Revised ~~April 2017~~ November 2019]**  
COLORADO SAMPLE POLICY 2016©



# New Sample Exhibit

File: IKF-2-E

*NOTE: State law requires each local board of education to establish high school graduation requirements that “meet or exceed any minimum standards or core competencies or skills identified in the state’s guidelines for high school graduation requirements. . . .” C.R.S. 22-32-109(1)(kk)(II). These requirements apply to students enrolling in the ninth grade in the 2017-18 school year (i.e., the class of 2021). This sample contains the content/language that CASB believes best meets the intent of the law. However, the board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Graduation Requirements** (Beginning with the Class of 2021)

*NOTE: The following matrix reflects the college and career readiness measures for English and Math in the state graduation guidelines and CDE Graduation Guidelines Menu of College and Career Ready Demonstrations. Each local board must choose one or more of the following measure(s) as its own, board-identified measures. To provide students with as many options as possible, a local board should include all measures available in the district. A local board may also raise the minimum score required (i.e., “cut score”) on a particular assessment if it chooses to do so. CASB encourages local boards to collaborate with district administrators to determine the measures and cut scores/criteria that meet local needs and circumstances.*

*NOTE: A local board may include measures and cut scores/criteria in Science, Social Studies, Art or other academic standards if it wishes to do so. If it does, these measures should be included here with the appropriate heading (e.g., “Science”) and with the cut scores/criteria that students must meet to graduate.*

<b>Measure</b>	<b>Cut Score/Criteria – English</b>	<b>Cut Score/Criteria – Math</b>
Accuplacer assessment	Score of at least 62 on Reading Comprehension or 70 on sentence skills	Score of at least 61 on Elementary Algebra
Next Generation Accuplacer	Score of 241 on Reading or 236 on Writing	Score of 255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra and Statistics (QAS)
ACT assessment	Score of at least 18 on English	Score of at least 19 on Math
ACT WorkKeys assessment	Score of at least 3 (Bronze level)	Score of at least 3 (Bronze level)
Advanced Placement (AP) exam	Score of at least 2	Score of at least 2

Armed Services Vocational Aptitude Battery (ASVAB)	Score of at least 31 on the AFQT	Score of at least 31 on the AFQT
International Baccalaureate (IB) exam	Score of 4	Score of 4
SAT assessment	Score of at least 470 on English	Score of at least 500 on Math
Collaboratively-developed, standards-based performance assessment, as identified by the Board and approved by the state.  <i>[NOTE: Districts are waiting on further guidance from the Colorado State Board of Education and the Colorado Department of Education regarding standards-based assessments that meet this requirement and the cut scores/criteria for such assessments.]</i>	<i>State Wide Scoring Criteria</i>	<i>State Wide Scoring Criteria</i>
Concurrent enrollment course, as approved by the district and included in the student's academic plan of study or Individualized Career and Academic Plan (ICAP)	Grade of at least a <u>C</u> <i>[insert required grade as defined by the board's concurrent enrollment policy or applicable agreement]</i>	Grade of at least a <u>C</u> <i>[insert required grade as defined by the board's concurrent enrollment policy or applicable agreement]</i>
Industry certificate	Receipt of the industry certificate and approval by the district-designated team	Receipt of the industry certificate and approval by the district-designated team

District capstone project	Completion of the district capstone project and approval by the district-designated team  <i>[NOTE: The district should create an accompanying regulation to define its process for district capstone projects]</i>	Completion of the district capstone project and approval by the district-designated team  <i>[NOTE: The district should create an accompanying regulation to define its process for district capstone projects]</i>
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*\* NOTE: The district must add to this exhibit or create another exhibit that lists the specific measures the district has determined meet the board's criteria for demonstrating college and career readiness in English and in Math (e.g., IB exam in English A Literature SL, IB exam in English A Literature HL, AP exam in English Language and Composition, AP exam in Psychology, IB exam in Economics SL, IB exam in Mathematics HL, AP exam in Calculus, AP exam in Statistics, AP exam in Computer Science, AP exam in Chemistry, etc.).*

(Issue date)

# Revised Sample Policy

File: ILBC

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

## **Early Literacy and Reading Comprehension** (Colorado READ Act)

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

The instructional programming and interventions shall be evidence-based and scientifically-based, and shall focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension.

### **Assessments and READ plans**

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

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

*NOTE: Subject to specific statutory parameters, the district may determine whether a student who is an English language learner takes the reading assessments required by the READ Act in English or in the student's native language, if there is an approved reading assessment in the student's native language. C.R.S. 22-7-1205 (1)(a.7). State law requires the district to notify the student's parents of specific information if the student takes the reading assessment in the student's native language. See, C.R.S. 22-7-1205 (1)(a.7)(I).*

### **Student retention due to student's significant reading deficiency**

*NOTE: The READ Act requires the Board to adopt a policy regarding the decision to retain a student*

*based upon the student's significant reading deficiency. C.R.S. 22-7-1202 (2). Thus, the Board must choose one of the following options.*

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

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

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

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

*NOTE: We recommend including the following two paragraphs regardless of whether the Board chooses Option 1 or 2 above.*

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

If a decision is made to promote a student to fourth grade even though the student continues to be identified as a student with a significant reading deficiency, the superintendent or superintendent's designee shall make the final decision regarding whether the student is promoted or retained.

## **Reporting**

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

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

(Adoption date)

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

CROSS REFS.: AE, Accountability/Commitment to Accomplishment

AED\*, Accreditation

IK, Academic Achievement

IKE, Ensuring All Students Meet Standards (Promotion, Retention and Acceleration of Students)

# Revised Sample Regulation

File: ILBC-R

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

## **Early Literacy and Reading Comprehension** (Procedures to Implement the Colorado READ Act)

The district shall comply with the Colorado Reading to Ensure Academic Development Act (READ Act) and applicable State Board of Education rules in implementing this regulation. This regulation addresses the procedures the district shall follow in creating a student's READ plan, communicating with the student's parent/guardian concerning the creation, contents, and implementation of the student's READ plan, and determining whether a student with a significant reading deficiency will advance to the next grade level.

### **A. Development of a READ plan**

A READ plan shall be developed for a student in kindergarten, first, second or third grade who is identified with a significant reading deficiency in accordance with the READ Act and applicable State Board of Education rules.

If the student is in kindergarten, the READ plan shall be a component of the kindergartner's individualized readiness plan. The district may include components of a student's individualized readiness plan that apply to teaching literacy as part of a student's READ plan after the student completes kindergarten, so long as the district assesses the student in first, second, and third grades in accordance with Board policy, the READ Act, and applicable State Board of Education rules, and the student's READ plan is consistent with applicable law.

Alternatively, and in lieu of a READ plan, the district may address the student's identified significant reading deficiency in the student's Individualized Education Program (IEP), in accordance with applicable law.

### **Components of the READ plan**

At a minimum, the student's READ plan shall include:

1. the student's specific, diagnosed reading skill deficiencies to be remediated for the student to attain reading competency;
2. the goals and benchmarks for the student's growth in attaining reading competency;

3. the instructional programming and interventions ~~that will be provided~~the student will receive in reading; at a minimum, the student must receive educational services in a daily literacy block;
4. the manner in which the student's progress will be monitored and evaluated;
5. the strategies the student's parent/guardian is encouraged to use in assisting the student;
6. any additional services the student's teacher deems available and appropriate to accelerate the student's reading skills s development.

### **Communication with the student's parent/guardian**

The student's teacher and other school personnel shall meet with the student's parent/guardian, if possible, to create the student's READ plan. At this meeting, the student's teacher shall discuss the following with the student's parent/guardian:

1. The state's goal for all children in Colorado is to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or the workforce.
2. Research indicates achieving reading competency by the end of third grade is a critical milestone in achieving this goal.
3. If the student enters fourth grade without achieving reading competency, the student is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades.
4. If the student's reading skill deficiencies are not remediated, it is likely the student will not have the skills necessary to complete the coursework required to graduate from high school.
5. The nature of the student's significant reading ~~skill~~-deficiency, including an explanation of what the significant deficiency is and the basis upon which the teacher identified the deficiency.
6. Under state law, the student qualifies for and the district is required to provide targeted, scientifically-based or evidence-based interventions to remediate the student's specific, diagnosed reading skill deficiencies, and the student's READ plan shall include these interventions.
7. The student's parent/guardian plays a central role in supporting the student's efforts to achieve reading competency and is strongly encouraged to work with the student's teacher in implementing the student's READ plan.
8. The student's READ plan includes strategies the parent/guardian is encouraged to use at home and is encouraged to supplement the intervention the student receives in school.
9. There are serious implications to a student entering fourth grade with a significant reading deficiency. If the student continues to have a significant reading deficiency at the end of the school year, state law requires the parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy.



At the conclusion of the meeting or as soon as possible thereafter, ~~the student's teachers~~ school personnel shall provide the student's parent/guardian with a written explanation of the information discussed in items 1-9 above, ~~along with~~ and a copy of the student's READ plan.

If the student's parent/guardian is unable to attend the meeting, the student's teacher shall provide the student's parent/guardian with a copy of the student's READ plan, a written explanation of items 1-9 above, and a written explanation of the scientifically-based or evidence-based reading instructional programming and other reading-related services the student will receive under the plan as well as the strategies the parent/guardian is encouraged to apply to assist the student.

### **Review and implementation of a READ plan**

School personnel shall provide updates to the parent/guardian of a student with a READ plan, which may occur through existing methods of communication, concerning the results of the intervention instruction described in the plan and the student's progress toward achieving reading competency. School personnel are encouraged to communicate with the student's parent/guardian about the parent's/guardian's progress implementing the home reading strategies in the student's READ plan.

The district shall ensure that a student's READ plan is reviewed, revised, and implemented until the student attains reading competency, regardless of the student's grade level and regardless of whether the student was enrolled in the district when the READ plan was originally developed or transferred enrollment to the district after the READ plan was developed.

### **B. Student promotion or retention**

Within 45 days before the end of any school year, school personnel shall provide a written notification to the student's parent/guardian if a student in kindergarten, first, second, or third grade continues to be identified as a student with a significant reading deficiency.

At a minimum, the written notification to the student's parent/guardian shall state:

1. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, state law requires the student's parent/guardian, student's teacher, and other school personnel to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.
2. School personnel will work with the student's parent/guardian to schedule a date, time, and place for the meeting.

The written notification shall not be required if:

1. the student is a student with a disability who is eligible to take the alternative statewide assessment or whose disability substantially impacts the student's

- progress in developing reading skills, resulting in the student's significant reading deficiency;
2. the student is identified as an English language learner and the student's significant reading deficiency is due primarily to the student's language skills; or
3. the student is completing the second school year at the same grade level.

### **Meeting to discuss possible retention**

At the meeting to discuss the student's possible retention due to the student's significant reading deficiency, school personnel shall discuss the following with the student's parent/guardian:

1. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, state law requires the student's parent/guardian, student's teacher, and other school personnel to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.
2. The importance of achieving reading competency by third grade because students who do so are more likely to graduate from high school and attain a postsecondary credential.
3. The student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level.
4. The increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level.
5. The potential effects on the student if he or she does not advance to the next grade level.

If the parent/guardian does not attend the meeting, the decision to promote or retain the student due to the student's significant reading deficiency shall be made in accordance with Board policy.

At the conclusion of the meeting or as soon as possible after the decision is made to promote or retain the student, school personnel shall provide the student's parent/guardian with a written statement regarding the decision and the basis for the decision.

(Adoption date)

**[Revised November 2014November 2019]**  
COLORADO SAMPLE REGULATION 2013©

# Revised Sample Policy

File: JLCD

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

## **Administering Medications to Students**

School personnel shall not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours.

Medication may be administered to students by school personnel whom a registered nurse has trained and delegated the task of administering such medication. For purposes of this policy, the term “medication” includes both prescription medication and nonprescription medication, but does not include medical marijuana.

Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy shall be considered a violation of Board policy concerning drug and alcohol involvement by students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

*NOTE: The following paragraph contains language stating that the Board has adopted a policy regarding the administration of medical marijuana to qualified students. State law requires school districts to allow “primary caregivers” to administer medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event. C.R.S. 22-1-119.3(3)(d)(I). State law permits boards to adopt a policy regarding “who may act as a primary caregiver” and establishing “reasonable parameters” upon the administration and use of medical marijuana. C.R.S. 22-1-119.3(3)(d)(III). State law also permits schools to adopt policies authorizing designated school personnel to administer medical marijuana to qualified students. C.R.S. 22-1-119.3(3)(d.5)(IV). Federal law regards any form of marijuana as a controlled substance. Given that federal law regards marijuana as illegal, CASB highly recommends that the Board adopt a policy establishing parameters upon caregiver administration of medical marijuana to qualified students and prohibiting staff administration of medical marijuana, unless the staff member is the student’s parent/guardian. That way, the Board’s policies will be consistent and clear regarding when and how the administration of medical marijuana to qualified students is permitted.*

The administration of medical marijuana shall be in accordance with the Board's policy on administration of medical marijuana to qualified students.

The term “nonprescription medication” includes but is not limited to over-the-counter medications, homeopathic and herbal medications, vitamins and nutritional supplements.

*NOTE: CASB sample policy JLCDB\*. Administration of Medical Marijuana to Qualified Students. defines "medical marijuana" as cannabis products with a THC concentration greater than 0.3 percent, in accordance with state and federal law. As a result, administration of cannabis products with a THC concentration of 0.3 percent or less to students is covered by this policy, not CASB sample policy JLCDB\*. As provided below, a local board of education may elect to limit the administration of a nonprescription cannabis product with a THC concentration of 0.3 percent or less to only those products that have been approved by the federal Food and Drug Administration.*

Medication may be administered to students only when the following requirements are met:

1. Medication shall be in the original properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, and name of the prescribing health care practitioner shall be printed on the container.
2. The school shall have received written permission from the student's parent/guardian to administer the medication to the student and either:
  - a. written permission to administer the medication from the student's health care practitioner with prescriptive authority under Colorado law; or
  - b. a standing medical order, if the medication is an over-the-counter medication such as Advil or Tylenol.
3. The parent/guardian shall be responsible for providing all medication to be administered to the student, unless it is an over-the-counter medication such as Advil or Tylenol.

*[Optional language if Board elects to limit the administration of nonprescription medications to those approved by the federal Food and Drug Administration (FDA):*

4. The nonprescription medication is a product that has been approved by the federal Food and Drug Administration (FDA).

*NOTE: State law permits local boards of education to adopt a policy authorizing a student to possess and self-administer any medication prescribed by a licensed health care practitioner on school grounds, upon a school bus, or at any school-sponsored event. C.R.S. 22-1-119.3; 1 CCR 301-68, Rule 6.00. However, such policy must prohibit students from possessing or self-administering medical marijuana on school grounds or at any school-sponsored event. C.R.S. 22-1-119.3(3)(c). A board that chooses to adopt such a policy is then exempt from the requirements of the Colorado Schoolchildren's Asthma, Food Allergy, and Anaphylaxis Health Management Act (the "Act"). C.R.S. 22-1-119.3(5).*

*This sample policy does not permit students to self-carry any prescription medication and instead reflects the Act's requirements for self-administration of medication for asthma, allergy or anaphylaxis only. Districts should consult with their own legal counsel if they wish to permit students to self-carry and self-administer any prescription medication.*

### **Self-administration of medication for asthma, allergies or anaphylaxis**

A student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition may possess and self-administer medication to treat the

student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition. Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication shall be in accordance with the regulation accompanying this policy.

Authorization for a student to possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or other related, life-threatening condition may be limited or revoked by the school principal after consultation with the school nurse and the student's parent/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

*[Optional language if Board elects to stock epinephrine and allow district staff to administer epinephrine to students in emergency situations:]*

### **Use of stock epinephrine auto-injectors in emergency situations**

The district shall have a stock supply of epinephrine auto-injectors for use in emergency anaphylaxis events that occur on school grounds. Any administration of a stock epinephrine auto-injector to a student by a district employee shall be in accordance with applicable state law, including applicable State Board of Education rules.

The district's stock supply of epinephrine auto-injectors is not intended to replace student-specific orders or medication provided by the student's parent/guardian to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition.]

*[Optional language if Board elects to stock "opiate antagonists" (i.e. naloxone) and allow district staff to administer opiate antagonists to students, staff or others in emergency situations:]*

The district shall have a stock supply of opiate antagonists to assist a student who is at risk of experiencing an opiate-related drug overdose event. For purposes of this policy, an opiate antagonist means naloxone hydrochloride or any similarly acting drug that is not a controlled substance and that is approved by the federal Food and Drug Administration (FDA) for the treatment of a drug overdose.

The stock supply of opiate antagonists may also be used to assist a district employee or any other person who is at risk of experiencing an opiate-related drug overdose event.

Administration of an opiate antagonist by a district employee to a student or any other person shall be in accordance with applicable state law.]

(Adoption date)

LEGAL REFS.: C.R.S. 12-38-132 (delegation of nursing tasks)  
C.R.S. 12-38-132.3 (school nurses - over-the-counter medication)  
C.R.S. 22-1-119 (no liability for adverse drug reactions/side effects)  
C.R.S. 22-1-119.1 (board may adopt policy to acquire a stock supply of opiate antagonists)

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. 22-1-119.5 *(Colorado Schoolchildren's Asthma, Food Allergy, and Anaphylaxis Health Management Act)*

C.R.S. 22-2-135 *(Colorado School Children's Food Allergy and Anaphylaxis Management Act)*

C.R.S. 24-10-101 *et seq.* *(Colorado Governmental Immunity Act)*

1 CCR 301-68 *(State Board of Education rules regarding student possession and administration of asthma, allergy and anaphylaxis management medications or other prescription medications)*

6 CCR 1010-6, Rule 6.13 *(requirements for health services in schools)*

CROSS REFS.: JICH, Drug and Alcohol Involvement by Students  
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)  
JLCDA\*, Students with Food Allergies  
JLCDB\*, Administration of Medical Marijuana to Qualified Students  
JLCE, First Aid and Emergency Medical Care

*NOTE: The Colorado Department of Education (CDE), in collaboration with various school districts and other organizations, has created numerous guidelines regarding medication administration in the school setting. These guidelines are available on CDE's website.*

# Revised Sample Policy

File: JLCDB\*

*NOTE: State law requires school districts to allow “primary caregivers” to administer medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event. C.R.S. 22-1-119.3(3)(d)(I). Federal law continues to regard any form of marijuana as an illegal controlled substance. While Colorado school boards are not legally required to adopt a policy on this subject, state law permits local boards of education to adopt a policy regarding “who may act as a primary caregiver” and establishing “reasonable parameters” on the administration and use of medical marijuana on school grounds, on a school bus and at a school-sponsored event. C.R.S. 22-1-119.3(3)(d)(III). This sample policy contains the policy content/language that CASB believes best meets the intent of the law. CASB strongly recommends that the district consult with its own legal counsel prior to the local board’s adoption of a policy on this issue.*

*NOTE: State law permits schools to adopt policies authorizing designated school personnel to administer medical marijuana to qualified students. C.R.S. 22-1-119.3(3)(d.5)(IV). Given that federal law regards marijuana as illegal, this sample policy prohibits school personnel from administering medical marijuana to qualified students, unless the staff member is the student’s parent/guardian. CASB highly recommends that the Board adopt a policy on this subject so that the Board’s policies will be consistent and clear regarding when and how the administration of medical marijuana to qualified students is permitted.*

## **Administration of Medical Marijuana to Qualified Students**

The Board strives to honor families’ private medical decisions while ensuring a learning environment free of disruption. To accomplish these goals, the district restricts the administration of medications, including medical marijuana, during school hours unless administration cannot reasonably be accomplished outside of school hours.

Administration of medical marijuana to qualified students shall be in accordance with this policy. Administration of all other prescription and nonprescription medications to students shall be in accordance with applicable law and the Board’s policy concerning the administration of medications to students.

### **Definitions**

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

1. “Designated location” means a location identified in writing by the school district in its sole discretion and may include a location on the grounds of the school in which the student is enrolled, upon a school bus in Colorado, or at a school-sponsored event in Colorado.
2. “Medical marijuana” means a cannabis product with a delta-9 tetrahydrocannabinol (THC) concentration greater than 0.3 percent.



NOTE: This sample policy limits the definition of “medical marijuana” to cannabis products with a THC concentration greater than 0.3 percent because cannabis products with a THC concentration of 0.3 percent or less are not considered marijuana under state law and are not considered a controlled substance under federal law. See, C.R.S. 35-61-101(7) and the federal Agriculture Improvement Act of 2018. Given this policy’s definition of medical marijuana, administration of cannabis products with a THC concentration of 0.3 percent or less to students is covered by CASB sample policy JLCD, Administering Medications to Students, and not this policy.

3. “Permissible form of medical marijuana” means nonsmokeable products such as oils, tinctures, edible products or lotions that can be administered and fully ingested or absorbed in a short period of time. Patches and other forms of administration that continue to deliver medical marijuana to a qualified student while at school may be appropriate for students who receive ongoing adult assistance or on a case-by-case basis as determined by the district when adequate protections against misuse may be made. Forms of medical marijuana not included in this definition may be proposed by the qualified student’s primary caregiver to the superintendent, who may authorize such a request after consultation with appropriate medical personnel chosen by the district.
4. “Primary caregiver” means the qualified student’s parent, guardian or other responsible adult over eighteen years of age who is identified by the student’s parent/guardian as the qualified student’s primary caregiver. In no event shall another student or a staff member be recognized as a primary caregiver, unless the staff member is the student’s parent/guardian. Any primary caregiver seeking access to school or district property, a school bus or school-sponsored event for purposes of this policy must comply with the Board’s policy and/or procedures concerning visitors to schools and all other applicable policies.
5. “Qualified student” means a student who holds a valid registration from the state of Colorado (license issued by the Colorado Department of Public Health and Environment) for the use of medical marijuana and for whom the administration of medical marijuana cannot reasonably be accomplished outside of school hours.

### **Permissible administration of medical marijuana to a qualified student**

A qualified student's primary caregiver may administer a permissible form of medical marijuana to a qualified student in a designated location if all of the following parameters are met:

1. The qualified student’s parent/guardian provides the school with a copy of the student’s valid registration from the state of Colorado authorizing the student to receive medical marijuana;
2. The qualified student’s parent/guardian signs a written acknowledgement assuming all responsibility for the provision, administration, maintenance and use of medical marijuana under state law, and releases the district from liability for any injury that occurs pursuant to this policy;



3. The qualified student's parent/guardian or primary caregiver shall be responsible for providing the permissible form of medical marijuana to be administered to the qualified student;
4. The district determines, in its sole discretion, that a location and a method of administration of a permissible form of medical marijuana are available that do not create risk of disruption to the educational environment or exposure to other students;
5. After administering the permissible form of medical marijuana to the qualified student, the student's primary caregiver shall remove any remaining medical marijuana from the grounds of the school, district, school bus or school-sponsored event; and
6. The district prepares, with the input of the qualified student's parent/guardian, a written plan that identifies the form, designated location(s), and any protocol regarding administration of a permissible form of medical marijuana to the qualified student. The written plan shall be signed by the school administrator, the qualified student (if capable) and the qualified student's parent/guardian.

#### **Additional parameters**

School personnel shall not administer or hold medical marijuana in any form.

This policy conveys no right to any student or to the student's parents/guardians or other primary caregiver to demand access to any general or particular location on school or district property, a school bus or at a school-sponsored event to administer medical marijuana.

This policy shall not apply to school grounds, school buses or school-sponsored events located on federal property or any other location that prohibits marijuana on its property.

Permission to administer medical marijuana to a qualified student may be limited or revoked if the qualified student and/or the student's primary caregiver violates this policy or demonstrates an inability to responsibly follow this policy's parameters.

Student possession, use, distribution, sale or being under the influence of marijuana inconsistent with this policy may be considered a violation of Board policy concerning drug and alcohol involvement by students or other Board policy and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

If the federal government indicates that the district's federal funds are jeopardized by this policy, the Board declares that this policy shall be suspended immediately and that the administration of any form of medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event shall not be permitted. The district shall post notice of such policy suspension and prohibition in a conspicuous place on its website.

(Adoption date)

LEGAL REFS.: Colo. Const. Art. XVIII, Section 14 (*establishing qualifications for use of medical marijuana*)  
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. 22-1-119.3 (3)(d)(III) (*board may adopt policies regarding who may act as a primary caregiver and to establish reasonable parameters on the administration and use of medical marijuana on school grounds, on a school bus or at a school-sponsored event*)

CROSS REFS.: JICH, Drug and Alcohol Involvement by Students  
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)  
JLCD, Administering Medications to Students  
JLCE, First Aid and Emergency Medical Care

*NOTE: If the policy's provision for automatic suspension is triggered, the school district must post a statement on its website "in a conspicuous place" regarding its decision not to continue to implement this state law. C.R.S. 22-1-119.3(3)(d)(IV).*

# Revised Sample Policy

File: JLCE

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

## **First Aid and Emergency Medical Care**

No treatment of injuries except first aid shall be permitted in the schools. First aid is that immediate help given by the best qualified person at hand in case of accident or sudden illness.

During the school day and during school sponsored events, including those off-site, at least one staff person shall be on duty who has a current certification from a nationally recognized course in standard first aid and CPR. First aid kits shall be stored and properly maintained in each school in accordance with applicable school health rules.

Any person who in good faith provides emergency care or assistance without compensation at the place of the emergency or accident shall not be liable for any civil damages for acts or omissions in good faith. State law also exempts from civil liability certain health care providers who render emergency assistance in good faith and without compensation to persons injured in a competitive sport activity.

Treatment of injuries occurring outside school jurisdiction is not the responsibility of school employees.

The school's obligation continues after the injury until the injured student has been placed in the care of the parent/guardian or emergency health personnel. Therefore, the parents/guardians of all students shall be asked to sign and submit an emergency medical authorization form which shall indicate the procedure they wish the school to follow in the event of a medical emergency involving their child.

In all cases where the nature of an illness or an injury appears serious, the parent/guardian shall be contacted if possible and the instructions on the student's emergency card followed. In extreme emergencies, where there is potential threat to life, limb or digit, school personnel shall immediately call emergency health personnel to arrange for transporting the student to an emergency facility on advice of emergency health personnel.

No elementary student who is ill or injured shall be sent home alone nor shall a secondary student be sent home alone unless the illness is minor and the parent/guardian has consented in advance.

(Adoption date)

LEGAL REFS.: C.R.S. 13-21-108 (civil immunity for persons rendering emergency assistance)  
C.R.S. 13-21-108.5 (civil immunity for health care providers who assist in sports injuries)  
C.R.S. ~~25-53-102 22-1-125~~ (requirements concerning automated external defibrillators in schools)  
C.R.S. 24-10-106.5 (public entity duty of care)  
6 CCR 1010-6, Rule 6.13(D) (first aid and CPR certification requirement)

CROSS REFS.: GBGAB\*, First Aid Training  
JLCD, Administering Medications to Students  
JLIB, Student Dismissal Precautions

NOTE: Pursuant to C.R.S. ~~25-53-102 22-1-125~~, school districts must accept a donation of an automated external defibrillator (AED) that meets standards established by the federal food and drug administration and is in compliance with the manufacturer's maintenance schedule. If, however, the district accepts a donated AED but does not want to accept responsibility for AED training or installation or for ensuring the AED is in compliance with the manufacturer's maintenance schedule, the district is **not required** to accept the AED unless the donating party agrees to be responsible for AED training, installation and maintenance. School districts also must accept gifts, grants and donations designated for obtaining AEDs and/or for the inspection, maintenance and training in the use of an AED.

# Revised Sample Policy

File: JLDAC

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

## **Screening/Testing of Students (And Treatment of Mental Disorders)**

Parents/guardians and eligible students have the right to review any survey, assessment, analysis or evaluation administered or distributed by a school to students whether created by the district or a third party. For purposes of this policy, “eligible student” means a student 18 years of age or older or an emancipated minor. Any survey, assessment, analysis or evaluation administered or distributed by a school to students shall be subject to applicable state and federal laws protecting the confidentiality of student records.

### **Survey, assessment, analysis or evaluation for which consent is required**

Except as otherwise permitted by law, students shall not be required to submit to a survey, assessment, analysis, or evaluation that is intended to reveal information, whether the information is personally identifiable or not, without prior written consent of the parent/guardian or eligible student, if that survey, assessment, analysis, or evaluation reveals information in the following areas (“protected information”):

1. political affiliations or beliefs of the student or the student’s parent/guardian
2. mental or psychological conditions of the student or the student’s family
3. sexual behavior or attitudes
4. illegal, anti-social, self-incriminating or demeaning behavior
5. critical appraisals of other individuals with whom the student has a close family relationship
6. legally recognized privileged or analogous relationships, such as those with lawyers, physicians and ministers
7. religious practices, affiliations or beliefs of the student or the student’s parent/guardian
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)
9. social security number

School personnel responsible for administering any such survey, assessment, analysis or evaluation shall give written notice at least two weeks in advance to the student's parent/guardian or the eligible student and shall make a copy of the document available for viewing at convenient times and locations. The notice shall offer to provide the following written information upon request:

1. records or information that may be examined and required in the survey, assessment, analysis or evaluation
2. the means by which the records or information shall be examined, reviewed, or disseminated
3. the means by which the information is to be obtained
4. the purposes for which the records or information are needed
5. the entities or persons, regardless of affiliation, who will have access to the information; and
6. a method by which a parent/guardian can grant or deny permission to access or examine the records or information

These notice provisions also apply to any survey, analysis or evaluation funded by the U.S. Department of Education.

### **Exceptions to policy**

Nothing in this section of the policy shall:

1. prevent a student who is working under the supervision of a journalism teacher or sponsor from preparing or participating in a survey, assessment, analysis or evaluation without obtaining consent as long as such participation is not otherwise prohibited by law
2. be construed to prevent a district employee from reporting known or suspected child abuse or neglect as required by state law
3. be construed to limit the ability of a health professional that is acting as an agent of the school district to evaluate an individual child
4. be construed to require parental notice or consent for a survey, assessment, analysis or evaluation related to educational products or services for or to students or educational institutions. These products and services include, but are not limited to, the following:
  - college or other postsecondary education recruitment or military recruitment activities
  - book clubs, magazines and programs providing access to low-cost literary products
  - curriculum and instructional materials used by district schools

- tests and assessments used by district schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students
  - the sale by students of products or services to raise funds for school-related or education-related activities
  - student recognition programs
5. be construed to require parental notice or consent for assessments used to collect evidence of what a student knows and is able to do and to measure a student's academic progress toward attaining the district's academic standards
  6. limit the ability of the district to administer a suicide assessment or threat assessment

### **Surveys, assessment, analysis or evaluation for marketing purposes**

Parents/guardians and eligible students shall receive notice and have the opportunity to opt a student out of activities involving the collection, disclosure or use of personal information collected from the student for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose.

### **Annual notice**

At the beginning of each academic year, the district shall inform parents/guardians and eligible students that the parent/guardian or eligible student has the right to consent before students are required to submit to a survey that concerns one or more of the protected areas and to opt out of the following:

1. activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information;
2. the administration of any protected information survey; or
3. any non-emergency, invasive physical examination or screening (other than a hearing, vision or scoliosis screening) that is:
  - required as a condition of attendance;
  - administered by the school and scheduled by the school in advance; and
  - not necessary to protect the immediate health and safety of the student or of other students.

## **Psychiatric/psychological/behavior testing methods or procedures**

School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used. Prior to conducting any such testing, school personnel shall obtain written permission from the parent/guardian or eligible student in accordance with applicable law.

School personnel are encouraged to discuss concerns about a student's behavior with the parent/guardian, and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns that school personnel may have. Only those persons appropriately certified or licensed may expose students to any psychiatric or psychological method or procedure for the purpose of diagnosis, assessment or treatment of any emotional, behavioral or mental disorder or disability. Such methods or procedures may only be performed after acquiring written permission from a student's parent or guardian, or from the student in those circumstances in which federal or state law allows the student to obtain such services in confidence or without prior notice to the parent/guardian.

Licensed school personnel are encouraged to be knowledgeable about psychiatric or psychological methods and procedures but shall not be involved in any diagnosis, assessment or treatment of any type of mental disorder or disability unless appropriately certified. In accordance with state law, school personnel including certified school psychologists are not authorized to practice psychotherapy or utilize any psychiatric or psychological procedure outside of or beyond their area of training, experience or competence.

Ordinary classroom instruction, activities and techniques involving the approved curriculum that teach about psychological or psychiatric methods or procedures shall be permissible and considered outside the scope of this policy. It is understood that there is a significant difference between practicing therapy and providing activities that may be therapeutic in nature. Any teacher who questions whether a planned activity is one involving psychiatric or psychological methods or procedures for which the teacher may not be properly certified or licensed shall consult with the school principal.

## **Special education evaluation**

The giving of parental permission for evaluation or re-evaluation of a student with disabilities and any required consent to the provision of special education services to a student with disabilities is governed by state and federal law and is outside the scope of this policy.

(Adoption date)

LEGAL REFS.: 20 U.S.C. 1232g (*Family Education Rights and Privacy Act*)  
20 U.S.C. 1232h (*rights of students and parents to inspect instructional materials and give prior consent for certain surveys, analysis and evaluation*)  
[C.R.S. 12-43-202.5 \(minor who is 12 years of age or older may consent to psychotherapy without parent/guardian consent, subject to specific requirements\)](#)  
C.R.S. 13-22-101 (*18 is age of competence for certain purposes*)



C.R.S. 22-1-123 *(district shall comply with federal law on protection of pupil rights; Colorado provisions regarding survey, assessment, analysis and evaluation of students)*

C.R.S. 22-32-109 (1)(ee) *(duty to adopt policy prohibiting personnel from ordering behavior tests without parent permission)*

C.R.S. 22-32-109.2 *(screening and treatment of emotional/mental disorders or disabilities)*

C.R.S. 27-65-103 *(voluntary applications for mental health services)*

CROSS REFS.: GBEB, Staff Conduct (And Responsibilities)  
GCS, Professional Research and Publishing  
IKA, Grading/Assessment Systems  
JLCA, Physical Examinations of Students  
JRA/JRC, Student Records/Release of Information on Students  
LC, Relations with Education Research Agencies

# Revised Sample Policy

File: KDB

*NOTE: Colorado school districts are required by law to adopt a policy regarding the fee for research and retrieval of public records, if the district chooses to impose such a fee. The law contains specific direction regarding the content of such policy. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **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.

*NOTE: State law permits school districts to charge up to ~~\$30~~\$3033.58 per hour for staff time spent in the research and retrieval of public records after the first hour of staff time spent. C.R.S. 24-72-205 (6)(a). This sample policy imposes the maximum hourly fee. Districts may choose to impose a lower hourly fee, so long as the first hour is free. The ~~\$30~~-hourly fee ~~may be~~ increased on July 1, 2019 and may be increased by July 1 of every five-year period thereafter, as determined by the director of research of the legislative council "in accordance with the United States Department of Labor, Bureau of Labor Statistics, Consumer Price Index for Denver-Boulder-Greeley" or its successor index. C.R.S. 24-72-205 (6)(b). Once determined, the director of research must post the adjusted maximum hourly fee on the state legislature's website.*

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 ~~\$30~~\$3033.58 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.

(Adoption date)

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

# Revised Sample Policy

File: KDE

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

## **Crisis Management**

(Safety, Readiness and Incident Management Planning)

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

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

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

(Adoption date)

LEGAL REFS.: C.R.S. 13-21-108.1 (3) *(requirements for persons rendering emergency assistance through the use of automated external defibrillators)*  
C.R.S. ~~25-53-102 22-1-125~~ *(automated external defibrillators requirements must be referenced in safety, readiness and incident management plan)*  
C.R.S. 22-1-126 *(Safe2Tell Program)*  
C.R.S. 22-32-109.1 (1)(b.5) *(definition of "community partners")*  
C.R.S. 22-32-109.1 (4) *(school response framework is required part of safe schools plan)*  
C.R.S. 24-33.5-1213.4 *(school all-hazard emergency planning and response)*

CROSS REFS.: JLCE, First Aid and Emergency Medical Care  
JLDBG, Peer Mediation

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

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

*NOTE 3: If the district acquires an automated external defibrillator (AED), the district shall meet the training, maintenance, inspection and physician involvement requirements of C.R.S. 13-21-108.1 (3), and shall reference the requirements of that section in the district’s safety plan. C.R.S. ~~25-53-102-22-1-125 (5)~~.*

# Revised Sample Policy

File: KFA

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

## **Public Conduct on 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).

*NOTE: The following paragraph contains language stating that the Board has adopted a policy regarding the administration of medical marijuana to qualified students. State law requires school districts to allow “primary caregivers” to administer medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event. C.R.S. 22-1-119.3 (3)(d)(I). State law permits boards to adopt a policy regarding “who may act as a primary caregiver” and establishing “reasonable parameters” upon the administration and use of medical marijuana. C.R.S. 22-1-119.3 (3)(d)(III). State law also permits schools to adopt policies authorizing designated school personnel to administer medical marijuana to qualified students. C.R.S. 22-1-119.3 (3)(d.5)(IV). Federal law regards any form of marijuana as a controlled substance. Given that federal law regards marijuana as illegal, CASB highly recommends that the Board adopt a policy establishing parameters upon caregiver administration of medical marijuana to qualified students and prohibiting staff administration of medical marijuana, unless the staff member is the student’s parent/guardian. That way, the Board’s policies will be consistent and clear regarding when and how the administration of medical marijuana to qualified students is permitted.*

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 the 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 pocket knife with a blade exceeding three and one-half inches in length; or
  - 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.
10. Profanity or verbally abusive language.
11. Violation of any federal, state or municipal law or Board policy.

(Adoption date)

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. 18-1-901 (3)(e) (*definition of deadly weapon*)~~  
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 hand gun 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 Involvement by Students  
JICI, Weapons in School  
JLCDB\*, Administration of Medical Marijuana to Qualified Students  
KI, Visitors to Schools

NOTE: The exceptions in state law that permit possession of a deadly weapon on school property are that the person:

- a. has legal authority to carry or possess a deadly weapon. C.R.S 18-12-105.5 (3).
- b. is presenting an authorized public demonstration or exhibition for the school or an organized class. C.R.S. 18-12-105.5 (1).
- c. is carrying out duties for the school district which require the use of a deadly weapon. C.R.S 18-12-105.5 (1).
- d. is participating in an authorized extracurricular activity or on an athletic team. C.R.S. 18-12-105.5 (1).
- e. has possession of the weapon for use in an approved educational program which includes but is not limited to any course designed for the repair and maintenance of weapons. C.R.S. 18-12-105.5 (3)(h).
- f. is a school resource officer or peace officer on duty. C.R.S. 18-12-105.5 (3)(e).



| **[Revised ~~March 2019~~November 2019]**  
COLORADO SAMPLE POLICY 1993©

Strasburg School District 31J  
56729 East Colorado Avenue  
Strasburg, CO 80136  
Minutes of the Board of Education  
January 15<sup>th</sup>, 2020 (7:00 P.M.) – SHS – East Video Conference Room #110

CALL TO ORDER:

Meeting was called to order at 7:00 P.M. by Board President, Julie Winter. Superintendent Johnson outlined the new agenda format.

ATTENDANCE: (Roll Call)

Board members present were: Diana Elliott, Dillon Kent, Michael Marrero and Julie Winter.

Others present were Monica Johnson (Superintendent of Schools), Stephanie Velez (Secretary to the BOE), School Administration and other members of the school district and public.

PLEDGE OF ALLEGIANCE: Mr. Michael Marrero

AGENDA APPROVAL:

On a motion by Michael Marrero and seconded by Diana Elliott, it is hereby resolved to approve the Agenda.

**AYE: Elliott, Kent, Marrero, Winter**

**NAY: NONE – MOTION CARRIED 4-0**

INFORMATION FROM SUPERINTENDNET AND DEPARTMENT REPORTS

Superintendent Johnson outlined the following items: IREA, ways they can contribute to the school, MCC, working with 5 district Para Professionals for professional development, CASE, Bill tracker, Full-Day Pre-School Bill, Emotional Learning update, Second Wind Program.

BOARD CORRESPONDENCE/REPORTS:

BOARD ACTION ITEMS-CONSENT GROUPINGS:

On a motion by Diana Elliott and seconded by Michael Marrero, it is hereby resolved to approve all Consent Group Action Items as presented: New Hires, Maria Sandoval, Bus Driver, Michelle Martinez, Bus Driver, Kimberly Nichols, SES One on One Para, Jerome Bongard, HMS Head Wrestling Coach, Kerry Kemper, HMS Assistant Wrestling Coach, Jerome Bongard, SHS Assistant Baseball Coach. Policy's, BC School Board Member Conduct, BC-R School Board Member Financial Disclosure, BEC Executive Sessions, BEDA Notification of School Meetings, GBEB Staff Conduct and Responsibilities, GCE-GCF Professional Staff Recruiting and Hiring, CBF Superintendent's Conduct, GDE-GDF Support Staff Recruiting and Hiring. Approval of minutes, claims and financials from the December, 2019 meeting.

**AYE: Elliott, Kent, Marrero, Winter**

**NAY: NONE – MOTION CARRIED 4-0**

BOARD ACTION ITEMS-NON-CONSENT GROUPINGS:

On a motion by Michael Marrero and seconded by Dillon Kent, it is hereby resolved to approve all Non-Consent Group Action Items as presented: Declare a Board Vacancy, Revised 2019-2020 Budget.

**AYE: Elliott, Kent, Marrero, Winter**

**NAY: NONE – MOTION CARRIED 4-0**

AGENDA SETTING:

Set meeting time for work session: Superintendent's Johnsons evaluation and contract, 5<sup>th</sup> Board Member.

ADJOURNMENT:

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Julie Winter, President	Date
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Dillon Kent, Treasurer	Date
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