



# Strasburg School District 31-J Agenda

SCHOOL DISTRICT BOARD OF EDUCATION  
**JANUARY MEETING**  
**January 10<sup>th</sup>, 2022 6:00pm – 8:00pm**

Central Service Building  
2102 Wagner Street, Strasburg CO 80136

Meeting is In-Person  
Audience may observe via Zoom  
Meeting ID 934 4855 3713

<https://ecboces.zoom.us/j/93448553713>

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## Board of Education

Michael Marrero, President  
Dillon Kent, 1<sup>st</sup> Vice President  
Daymon Johnson, 2<sup>nd</sup> Vice President  
Diana Elliott, Secretary  
Julie Winter, Treasurer

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

**T** – Transparency

**R** – Respect

**U** – Unity

**T** – Trust

**H** – Honesty

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## 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 (5 minutes)
  - a. Call to Order
  - b. Roll Call
  - c. Pledge of Allegiance
  - d. Adoption of the Minutes
  - e. Adoption of Agenda
- II. Celebration (20 min)
  - a. Undefeated Middle School Boys
  - b. Gratitude Feedback
- III. Public Participation/General (3 minutes per individual)
- IV. Board Reports/Discussion (15 minutes)
  - a. Legislative updates
  - b. Land Acknowledgement
  - c. CASB Reflection
  - d. Other
- V. Superintendent Report/Discussion (12 minutes)
  - a. State of District
  - b. DAC Report
  - c. Grand Opening
  - d. District Wide Professional Development Day
  - e. Core Electric Donation
  - f. Capital Projects
  - g. Policy Overhaul Update
- VI. Policy- First Read
  - a. JRA/JRC-E-1- Student Records/Release of Information/Exhibit 1
- VII. Adoption of Consent Agenda Recommended Motion (5 minutes): Move to accept all items on the consent agenda.

**Recommended Motion:** I move to accept all items on the consent agenda

  - a. **Recommended Motion:**
    - i. Approve 2021-2022 Audit
    - ii. Policy- Final Reads
      1. BEDB- Agenda
      2. ADE- Innovation in Education
      3. DJ/DJA- Purchasing/Purchasing Authority
      4. GBGAB- First Aid
      5. GBGK- Staff Legal Leave
      6. IMB- Teaching about Controversial Issues & Use of Controversial Materials
      7. BEDH/BEDH- E- Public Participation at School Board Meetings
      8. ADD- Safe Schools
      9. KDE- Crisis Management
      10. IHBD- Equivalence of Services
      11. JFABE/JFABE-R- Students in Foster Care/Regulation
      12. JICA- Student Dress Code
      13. JHB- Truancy
      14. JICDA Code of Conduct
      15. JICDE- Bullying Prevention and Education
      16. JICEA/JICEA-R- School Related Student Publications/Regulation

17. JJJ- Extracurricular Eligibility
18. JKA/JKA-R/JKA-E-2- Use of Physical Intervention and Restraint/Regulation/Exhibit 2
19. JKD/JKE JKD/JKE-R- Suspension/Expulsion of Student/Regulation
20. JLCD/JLCD-R/JLCD-E- Administering Medications to Students/Regulation/Exhibit
21. JLCDB/JLCDB-E Options 1 and 2- Administration of Medical Marijuana to Qualified Students/Exhibits
22. JLCDA- Students with Food Allergies
23. JRA/JRC JRA/JRC-R- Student Records/Release of Information/Regulation
24. JRCA Sharing of Student Records Information Between School District and State Agencies
25. LBD/LBD-R- Relations with Charter Schools/Regulation

iii. Updated Sub List

b. Recommended Motion:

New Hires:

- i. Mandy Lasecke 1.0 FTE, 8 hours per day, 180 days, effective January 3<sup>rd</sup> 2023 through July 31<sup>st</sup>, 2023, hourly

Terminations/Resignations:

- i. Clifford Smith
- ii. Crystal Schovan

Retirements:

- i.

Reassignments:

- i. Angela Pennypacker 1.0 FTE, 8 hours per day, 180 days, effective January 3<sup>rd</sup> 2023 through July 31<sup>st</sup>, 2023, hourly

II. Meeting Times & Dates (5 minutes)

a. Future agenda items

III. Calendar Review (5 minutes)

IV. Adjourn (1 minute)



# Strasburg School District 31J

Policy:	File:
Student Records/Release of Information on Students	JRA/JRC-E-1
Adopted:	Revision:
01-10-2023	

(Notification to Parents and Students of Rights Concerning Student Education Records)

The Family Educational Rights and Privacy Act (FERPA) and Colorado law afford parents/guardians (parents) and students over 18 years of age (eligible students) certain rights with respect to the student's education records, as follows:

1. The right to inspect and review the student's education records within a reasonable time period after the request for access is made (not to exceed 45 days). See [JRA/JRC-R](#).
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights. See [JRA/JRC-R](#).
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent. See [JRA/JRC](#).
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:  
  
Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW,  
Washington, DC 20202-8520.
5. The right to refuse to permit the designation of any or all of the categories of directory information. See [JRA/JRC](#).
6. The right to request that information not be provided to military recruiting officers. See [JRA/JRC](#) and [JRA/JRC-E-2](#).

Issued: 01-10-2023



cPa DIXON, WALLER & CO., INC.

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STRASBURG SCHOOL

DISTRICT 31J

STRASBURG, COLORADO

FINANCIAL STATEMENTS

JUNE 30, 2022

**DIXON, WALLER & CO., INC.**

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**STRASBURG SCHOOL DISTRICT 31J**  
**ROSTER OF SCHOOL OFFICIALS**  
**June 30, 2022**

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**BOARD OF EDUCATION**

<b>Julie Winter</b>	<b>President</b>
<b>Michael Marrero</b>	<b>1<sup>st</sup> Vice-President</b>
<b>Ryan Dwyer</b>	<b>2<sup>nd</sup> Vice-President</b>
<b>Diana Elliott</b>	<b>Secretary</b>
<b>Dillon Kent</b>	<b>Treasurer</b>

**SCHOOL OFFICIALS**

<b>Monica Johnson</b>	<b>Superintendent</b>
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## FINANCIAL SECTION

164 E. MAIN  
TRINIDAD, COLORADO 81082  
(719) 846-9241 FAX (719) 846-3352

## **INDEPENDENT AUDITOR'S REPORT**

**Board of Education  
Strasburg School District 31J  
Strasburg, Colorado 80136**

### **Opinion**

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Strasburg School District 31J, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Strasburg School District 31J's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Strasburg School District 31J, as of June 30, 2022, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### **Basis for Opinion**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Strasburg School District 31J, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### **Responsibilities of Management for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Strasburg School District 31J's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

### **Auditor's Responsibilities for the Audit of the Financial Statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for

one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Strasburg School District 31J's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Strasburg School District 31J's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### **Required Supplementary Information**

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, and pension and post employment benefits trend data be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### **Supplementary Information**

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise Strasburg School District 31J's basic financial statements. The accompanying combining and individual fund financial statements, other schedules, state required schedules, and schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in



the United States of America. In our opinion, the combining and individual fund financial statements, other schedules, state required schedules, and schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

#### **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated November 22, 2022, on our consideration of Strasburg School District 31J's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Strasburg School District 31J's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Strasburg School District 31J's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "Alison Waller & Co., Inc.".

November 22, 2022

## MANAGEMENT'S DISCUSSION AND ANALYSIS



# Strasburg School District 31J

## Management's Discussion and Analysis For Fiscal Year Ended June 30, 2022

This is a Management Discussion and Analysis (MD&A) for Strasburg School District 31J. It offers the reader management's perspective of the financial activities of Strasburg School District 31J for the year ended June 30, 2022.

The MD&A is an element of reporting put forth by the Government Accounting Standards Board (GASB), in accordance with GASB Statement No. 34, *Basic Financial Statement and Management's Discussion and Analysis for State and Local Governments*.

### Financial Highlights

- In government-wide activities the District's net position totaled \$7,959,983 at the end of the 2022 fiscal year and (\$50,802) at the end of the 2021 fiscal year.
- Total assets in the government funds (General, Bond Redemption, & Non-Major Government Funds) were \$20,721,895; total liabilities and deferred inflows were \$4,914,451; an ending fund balance of \$15,807,444.
- The ending fund balance of the General Fund was \$5,982,658 at June 30, 2022, compared to \$5,029,978 at June 30, 2021. The General Fund portion maintained a fund balance of 39% of the total General Fund budget.

### Overview of Financial Statements

The Management's Discussion & Analysis is presented as an introduction into the Strasburg School District's basic financial statements. This information is comprised in the following three components:

1. Government-wide financial statements
2. Fund financial statements
3. Notes to financial statements

**Government-Wide Financial Statements:** The government-wide financial statements are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The *Statement of Net Position* presents information about all the District's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating. The reader should consider the impact of the pension liability when examining the net position.

The *Statement of Activities* presents information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, *regardless of the timing of related cash flows*. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes and earned but unused employee leave).

Government-wide financial statements distinguish functions of the District that are principally supported by taxes and intergovernmental revenues. The governmental activities of the District include instruction, instructional support, general and school administration, business and central services, maintenance and operations, and transportation. The business-type activity also includes food services which is funded in part from fees and federal funds administered by the state.

**Fund Financial Statements:** A fund is a grouping of related accounts that are used to maintain control over resources that have been "set apart" for specific activities. The fund financial statements provide detailed information about the District's funds. These statements focus on those specific funds, not the District as a whole. Strasburg School District 31J, like other governmental agencies, use fund accounting to demonstrate and ensure compliance.

All of the funds of the District can be divided into two categories: governmental funds and fiduciary funds. The District does not report any proprietary fund types.

**Governmental Funds:** Most of the District's basic services are reported in governmental funds. This information is reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted into cash. Governmental fund accounting may help the reader determine whether there are more or less financial resources that can be spent in the near future. The differences between the government-wide statements and the governmental funds are reconciled in the financial statements. The District reports the following funds as major governmental funds: General Fund and Bond Redemption Fund.

**Fiduciary Funds:** The District is the agent, or *Fiduciary*, for assets that belong to others. The District is responsible for ensuring that the assets reported in these funds are used only for their intended purpose. The District reports the student activities as a Fiduciary Fund.

**Supplementary Information:** In addition to the financial statements and accompanying notes, the District's financial statements also contain more detailed financial information and other supplementary information concerning the District's non-major governmental funds.

**Financial Analysis of the Governmental Funds:** The focus of the District's governmental funds is to provide information on balances of available (spendable) resources. Such information is useful in assessing the District's financing requirements. In particular, unassigned fund balance may serve as a useful tool in measuring the District's net resources available for spending at the end of the fiscal year. The District's unassigned fund balance in the General Fund was \$5,029,978 at June 30, 2021, compared to \$5,982,658 at June 30, 2022, that results in a change of \$952,680 in the fund balance.

### **Financial Analysis of the District as a Whole**

The District's total net position on June 30, 2022, was \$7,959,983. Of the District's \$53,091,368, in total assets, \$44,131,749, reflects investment in capital assets (e.g. land, buildings, infrastructure, machinery,

and equipment). The District uses capital assets to provide services to students; consequently, these assets are not available for future spending. The principal long term debt on June 30, 2022, was \$22,195,000. Current debt (due within one year) was \$760,000.

Table 1 provides a summary of the District's net position for 2022 compared to 2021.

NET POSITION	2022			2021		
	Governmental Activities	Business Type Activities	Total	Governmental Activities	Business Type Activities	Total
ASSETS						
Current and Other Assets	20,721,446	-	20,721,446	33,071,997	-	33,071,997
Capital Assets	32,369,922	-	32,369,922	13,195,189	-	13,195,189
Total Assets	53,091,368	-	53,091,368	46,267,186	-	46,267,186
Deferred Outflows	3,303,353		3,303,353	5,043,452		5,043,452
LIABILITIES						
Current and Other Liabilities	4,913,846	-	4,913,846	1,224,710	-	1,224,710
Long Term Liabilities	38,542,122	-	38,542,122	43,808,405	-	43,808,405
Total Liabilities	43,455,968	-	43,455,968	45,033,115	-	45,033,115
Deferred Inflows	4,978,770		4,978,770	6,328,325		6,328,325
NET POSITION						
Net Investment in Capital Assets	14,287,128	-	14,287,128	8,204,260	-	8,204,260
Restricted for:						
Tabor Reserve	498,000	-	498,000	324,000	-	324,000
Debt Service	2,295,439	-	2,295,439	2,248,493	-	2,248,493
Capital Outlay	6,943,459		6,943,459	24,024,824		24,024,824
Food Service	51,869		51,869	37,430		37,430
Unrestricted	(16,115,912)	-	(16,115,912)	(34,889,809)	-	(34,889,809)
NET POSITION	7,959,983	-	7,959,983	(50,802)	-	(50,802)

Table 2 shows the changes in net position for fiscal year 2022 compared to 2021.

Changes in Net Position	2022			2021		
	Governmental Activities	Business Type Activities	Total	Governmental Activities	Business Type Activities	Total
<b>Revenues</b>						
Charges for Services	255,420	-	255,420	361,973	-	361,973
Operating Grants and Contributions	2,108,820	-	2,108,820	1,941,537	-	1,941,537
Capital Grants and Contributions	2,481,921	-	2,481,921	507,652	-	507,652
Property taxes	5,194,569	-	5,194,569	5,054,541	-	5,054,541
Specific Ownership Taxes	257,772	-	257,772	273,654	-	273,654
Equalization	6,915,831	-	6,915,831	5,425,420	-	5,425,420
Earnings on investments	68,881	-	68,881	28,304	-	28,304
Other Revenues	189,848	-	189,848	46,038	-	46,038
<b>TOTAL REVENUES</b>	<b>17,473,062</b>	<b>-</b>	<b>17,473,062</b>	<b>13,639,119</b>	<b>-</b>	<b>13,639,119</b>
<b>Expenses</b>						
Instructional services	7,022,806	-	7,022,806	6,261,820	-	6,261,820
Support Services						
Students	983,245	-	983,245	720,981	-	720,981
Instructional staff	184,017	-	184,017	150,303	-	150,303
District administration	399,411	-	399,411	331,252	-	331,252
School administration	752,630	-	752,630	656,365	-	656,365
Business	190,298	-	190,298	176,401	-	176,401
Operation and maintenance of facilities	1,498,807	-	1,498,807	1,487,496	-	1,487,496
Transportation	473,679	-	473,679	376,475	-	376,475
Central	527,092	-	527,092	10,620	-	10,620
Other Support Services	28,401	-	28,401	563,096	-	563,096
Food Service	583,730	-	583,730	402,164	-	402,164
Capital outlay	-	-	-	-	-	-
Interest on Long Term Liabilities	644,024	-	644,024	367,972	-	367,972
Issue Costs	-	-	-	210,610	-	210,610
Pension and OPEB Expense (Income)	(3,825,863)	-	(3,825,863)	(3,272,437)	-	(3,272,437)
<b>TOTAL EXPENSES</b>	<b>9,462,277</b>	<b>-</b>	<b>9,462,277</b>	<b>8,443,118</b>	<b>-</b>	<b>8,443,118</b>
<b>Increase ( Decrease in Net Position )</b>	<b>8,010,785</b>	<b>-</b>	<b>8,010,785</b>	<b>5,196,001</b>	<b>-</b>	<b>5,196,001</b>

Table 3 shows Governmental Activities by Major Function comparing 2022 to 2021.

**Governmental Activities by Major Function**

	2022		2021	
	Total Cost of Service	Net Cost of Service	Total Cost of Service	Net Cost of Service
Instructional services	(7,022,806)	(5,608,003)	(6,261,820)	(4,524,374)
Support Services		-		
Students	(983,245)	(727,825)	(720,981)	(612,208)
Instructional staff	(184,017)	(184,017)	(150,303)	(150,303)
District administration	(399,411)	(399,411)	(331,252)	(331,252)
School administration	(752,630)	(752,630)	(656,365)	(656,365)
Business	(190,298)	(190,298)	(176,401)	(176,401)
Operation and maintenance of facilities	(1,498,807)	(1,498,807)	(1,487,496)	(1,487,496)
Transportation	(473,679)	(388,583)	(376,475)	(291,514)
Central	(527,092)	(527,092)	(10,620)	(10,620)
Other Support Services	(28,401)	(28,401)	(563,096)	(563,096)
Food Service	(583,730)	25,191	(402,164)	(29,834)
Capital outlay	-	2,481,921	-	507,652
Interest on Long Term Liabilities	(644,024)	(644,024)	(367,972)	(367,972)
Issue Costs	-	-	(210,610)	(210,610)
Pension and OPEB Expense (Income)	3,825,863	3,825,863	3,272,437	3,272,437
Total	<u>(9,462,277)</u>	<u>(4,616,116)</u>	<u>(8,443,118)</u>	<u>(5,631,956)</u>

**Financial Analysis of the District's Funds**

The General Fund is the major operating fund of the District. During the current fiscal year, fund balance increased \$952,680, from \$5,029,978 to \$5,982,658.

The Bond Redemption Fund account for property taxes restricted for the payment of gen obligation debt, and had an ending fund balance at June 30, 2022 of \$2,295,439.

**General Budgetary Highlights**

The District's budget is prepared according to Colorado law and is based on accounting for certain transactions on a basis of cash receipts and disbursements. The most significant budgeted fund is the General Fund. For the year ended June 30, 2022, actual expenditures of \$11,401,958, were less than budgeted expenditures by \$435,057. Actual revenue was \$12,354,638, \$477,517, more than originally budgeted. These differences can be explained by higher than anticipated specific ownership taxes, state at-risk payments, and staffing vacancies.

The District must maintain an emergency reserve as a part of the TABOR Amendment (Taxpayer Bill of Rights). On June 30, 2022, the General Fund TABOR reserve amounted to \$498,000.

## Capital Asset and Debt Administration

**Capital Assets:** The District's capital assets as of June 30, 2022, totaled \$44,131,749. More information on the District's capital assets can be found in Note 3 to the financial statements.

Capital Assets ( Net of Depreciation )

	Governmental <u>2021-2022</u>	Business Type <u>2021-2022</u>	Total <u>2021-2022</u>	Governmental <u>2020-2021</u>	Business Type <u>2020-2021</u>	Total <u>2020-2021</u>
Land & Sites	796,786	-	796,786	796,786	-	796,786
Construction in Progress	20,601,539	-	20,601,539	1,001,429	-	1,001,429
Buildings & Improvements	10,444,547	-	10,444,547	10,769,450	-	10,769,450
Equipment & Vehicles	516,040	-	516,040	612,375	-	612,375
Food Service	11,010	-	11,010	15,149	-	15,149
Total Capital Assets	<u>32,369,922</u>	<u>-</u>	<u>32,369,922</u>	<u>13,195,189</u>	<u>-</u>	<u>13,195,189</u>

**Long-Term Debt:** As of June 30, 2022, the District had general obligation bonds payable of \$22,195,000. In 2020, voters approved a bond for the renovation and additional classrooms at the Elementary School along with life-safety renovations and remodel at the High School. More information on the District's long term debt can be found in Note 4 to the financial statements.

### CHANGES IN LONG TERM DEBT

	Balance <u>7/1/2021</u>	<u>Additions</u>	<u>Deletions</u>	Balance <u>6/30/2022</u>
Compensated Absences	74,479	28,967	-	103,446
2012 G.O. Bonds	3,895,000	-	740,000	3,155,000
2012 Bond Premium	46,515	-	15,935	30,580
2021 G.O. Bonds	19,800,000	-	-	19,800,000
2021 Bond Premium	5,152,996	-	324,055	4,828,941
Deferred Refunding	150,570	-	30,114	120,456
Totals	<u>29,119,560</u>	<u>28,967</u>	<u>1,110,104</u>	<u>28,038,423</u>

## Economic Factors

Colorado School Districts are largely funded by state revenue backfilling the gap between local property tax revenue. The State of Colorado has not fully recovered from times of recession beginning in 2009-2010. The Budget Stabilization factor withholds state funding to district, Strasburg has experienced a loss of \$11,942,265 total from 2009-2023.

The District has experienced growth with the development of new housing developments. This increase has significantly impacted the elementary school, resulting in overcrowding. In November 2020, voters approved a bond to build additional classrooms, address life/safety, and sustainability improvements for the elementary and high school. The elementary school moved into the new classrooms in August 2022



and the majority of the remaining work in the elementary and the work in the high school was also completed at that time. Over the next five (5) years the District is expected to experience an increase in student count of more than 250 students.

### **Long-Term Financial Planning**

The Superintendent is responsible for ensuring the District meets the requirements contained in long-term financial planning. The Board and District management recognize the importance of retaining a healthy fund balance to ensure the long-term financial stability of the District. Therefore, financial policy requires the District to maintain a fund balance of 15% of the expenditures within the general fund.

### **Contacting the District's Financial Management**

This financial report is designed to provide a general overview of the Strasburg School District's finances for all those with an interest in the District. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the Chief Financial Officer's Office, Strasburg School District 31J, 2102 Wagner Street, Strasburg Co. 80136.

## BASIC FINANCIAL STATEMENTS

STRASBURG SCHOOL DISTRICT 31J  
STATEMENT OF NET POSITION  
June 30, 2022

	Governmental Activities	Total
<b><u>ASSETS</u></b>		
Cash and Investments	18,952,961	18,952,961
Accounts Receivable - Net	-	-
Grants Receivable	1,528,894	1,528,894
Property Taxes Receivable	224,700	224,700
Prepaid Assets	-	-
Inventories	14,891	14,891
Capital Assets	44,131,749	44,131,749
Accumulated Depreciation	(11,761,827)	(11,761,827)
<u>Total Assets</u>	<u>53,091,368</u>	<u>53,091,368</u>
<b><u>DEFERRED OUTFLOW OF RESOURCES</u></b>		
Pensions	3,088,602	3,088,602
Other Post Employment Benefits	94,295	94,295
Deferred Refunding	120,456	120,456
<u>Total Deferred Outflow of Resources</u>	<u>3,303,353</u>	<u>3,303,353</u>
<b><u>LIABILITIES</u></b>		
Accounts Payable	3,839,038	3,839,038
Accrued Salaries	852,981	852,981
Accrued Interest Payable	77,398	77,398
Compensated Absences	103,446	103,446
Unearned Revenue	40,983	40,983
Net Pension Liability	10,232,548	10,232,548
Net OPEB Liability	495,053	495,053
Unamortized Bond Premium	4,859,521	4,859,521
Debt Payable- Within 1 Year	760,000	760,000
Debt Payable - More Than 1 Year	22,195,000	22,195,000
<u>Total Liabilities</u>	<u>43,455,968</u>	<u>43,455,968</u>
<b><u>DEFERRED INFLOW OF RESOURCES</u></b>		
Pensions	4,799,180	4,799,180
Other Post Employment Benefits	179,590	179,590
<u>Total Deferred Inflow of Resources</u>	<u>4,978,770</u>	<u>4,978,770</u>
<b><u>NET POSITION</u></b>		
Net Investment in Capital Assets	16,358,381	16,358,381
Restricted for:		
TABOR Reserve	498,000	498,000
Food Service	51,869	51,869
Debt Service	2,295,439	2,295,439
Capital Outlay	6,943,459	6,943,459
Unrestricted	(18,187,165)	(18,187,165)
<u>TOTAL NET POSITION</u>	<u>7,959,983</u>	<u>7,959,983</u>

The accompanying notes are an integral part of these financial statements.

**STRASBURG SCHOOL DISTRICT 31J**  
**STATEMENT OF ACTIVITIES**  
**For the Year Ended June 30, 2022**

		<u>Net (Expenses) Revenue and Changes in Net Position</u>			
		<u>Program Revenues</u>		<u>Primary Government</u>	
	<u>Expenses</u>	<u>Charges for Services</u>	<u>Operating Grants &amp; Contributions</u>	<u>Capital Grants and Contributions</u>	<u>Governmental Activities</u>
<b><u>FUNCTIONS</u></b>					
Instructional Services	7,022,806	-	1,414,803	-	(5,608,003)
Supporting Services:					
Students	983,245	255,420	-	-	(727,825)
Instructional Staff	184,017	-	-	-	(184,017)
District Administration	399,411	-	-	-	(399,411)
School Administration	752,630	-	-	-	(752,630)
Business	190,298	-	-	-	(190,298)
Operation & Maintenance of Facilities	1,498,807	-	-	-	(1,498,807)
Transportation	473,679	-	85,096	-	(388,583)
Other Support Services	28,401	-	-	-	(28,401)
Central Support	527,092	-	-	-	(527,092)
Food Service	583,730	-	608,921	-	25,191
Capital Outlay	-	-	-	2,481,921	2,481,921
Interest on Long Term Liabilities	644,024	-	-	-	(644,024)
Issue Costs	-	-	-	-	-
Net Pension Changes	(3,801,577)	-	-	-	3,801,577
Net OPEB Changes	(24,286)	-	-	-	24,286
<b>Total Governmental Activities</b>	<b><u>9,462,277</u></b>	<b><u>255,420</u></b>	<b><u>2,108,820</u></b>	<b><u>2,481,921</u></b>	<b><u>(4,616,116)</u></b>
<b><u>General Revenues</u></b>					
Property Taxes Levied for General Purpose					5,194,569
Specific Ownership Taxes					257,772
Equalization					6,915,831
Earnings on Investments					68,881
Other Revenues					189,848
<b>Total General Revenues and Transfers</b>					<b><u>12,626,901</u></b>
<b>Change in Net Position</b>					<b><u>8,010,785</u></b>
<b>Net Position, Beginning</b>					<b><u>(50,802)</u></b>
<b>Net Position, Ending</b>					<b><u>7,959,983</u></b>

The accompanying notes are an integral part of these financial statements.

**STRASBURG SCHOOL DISTRICT 31J**  
**BALANCE SHEET**  
**GOVERNMENTAL FUNDS**  
**June 30, 2022**

	<u>General</u>	<u>Bond Fund</u>	<u>Building Fund</u>
<b><u>ASSETS</u></b>			
Cash and Investments	6,785,936	2,280,839	9,294,195
Accounts Receivable	-	-	-
Grants Receivable	53,572	-	1,444,680
Due From Other Funds	-	-	-
Property Taxes Receivable	154,200	70,500	-
Prepaid Assets	-	-	-
Inventories	-	-	-
<u>Total Assets</u>	<u>6,993,708</u>	<u>2,351,339</u>	<u>10,738,875</u>
<b><u>LIABILITIES</u></b>			
Accounts Payable	43,425	-	3,795,416
Accrued Salaries	815,343	-	-
Due To Other Funds	449	-	-
Interest Payable	-	-	-
Unearned Revenues	26,733	-	-
<u>Total Liabilities</u>	<u>885,950</u>	<u>-</u>	<u>3,795,416</u>
<b><u>DEFERRED INFLOW OF RESOURCES</u></b>			
Property Taxes	<u>125,100</u>	<u>55,900</u>	<u>-</u>
<b><u>FUND BALANCES:</u></b>			
Nonspendable:			
Inventories	-	-	-
Restricted for:			
Emergencies	498,000	-	-
Preschool	-	-	-
Food Service	-	-	-
Capital Outlay	-	-	6,943,459
Debt Service	-	2,295,439	-
Committed for:			
Capital Outlay	-	-	-
Assigned for:			
Pupil Activities	-	-	-
Unassigned	5,484,658	-	-
<u>Total Fund Balances</u>	<u>5,982,658</u>	<u>2,295,439</u>	<u>6,943,459</u>
<b><u>TOTAL LIABILITIES, DEFERRED INFLOWS AND FUND BALANCES</u></b>	<u>6,993,708</u>	<u>2,351,339</u>	<u>10,738,875</u>

The accompanying notes are an integral part of these financial statements.

<u>Other Governmental Funds</u>	<u>Total Governmental Funds</u>
591,991	18,952,961
-	-
30,642	1,528,894
449	449
-	224,700
-	-
<u>14,891</u>	<u>14,891</u>
<u>637,973</u>	<u>20,721,895</u>
197	3,839,038
37,638	852,981
-	449
-	-
<u>14,250</u>	<u>40,983</u>
<u>52,085</u>	<u>4,733,451</u>
-	<u>181,000</u>
14,891	14,891
-	498,000
-	-
51,869	51,869
-	6,943,459
-	2,295,439
312,066	312,066
207,062	207,062
-	<u>5,484,658</u>
<u>585,888</u>	<u>15,807,444</u>
<u>637,973</u>	<u>20,721,895</u>

The accompanying notes are an integral part of these financial statements.

**STRASBURG SCHOOL DISTRICT 31J**  
**RECONCILIATION OF GOVERNMENTAL FUNDS BALANCE SHEET**  
**TO STATEMENT OF NET POSITION**  
**June 30, 2022**

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Amounts reported for governmental activities in the statement of net position are different because:

<b>TOTAL FUND BALANCE – GOVERNMENTAL FUNDS</b>	<b>\$ 15,807,444</b>
Capital Assets used in governmental activities are not financial resources and, therefore, are not reported in the funds. The cost of the assets is \$44,131,749 and the accumulated depreciation is \$11,761,827.	32,369,922
Property tax revenue is recognized when earned (claim to resources established) rather than when “available”. All of the deferred property tax revenue is not available.	181,000
Accrued interest that is not due and payable on long term debt is not reported in the funds.	(77,398)
Compensated absences are not reported as a liability in the funds.	(103,446)
Long term liabilities are not due and payable in the current period and therefore are not reported in the funds.	(22,955,000)
Unamortized bond premium is not reported as a liability in the funds.	(4,859,521)
Deferred refunding on bonds is not reported in the funds.	120,456
The District’s portion of the net pension obligation for PERA is reported on the statement of net position is not reported as a liability in the funds.	(10,232,548)
The District’s portion of the net OPEB obligation is reported on the statement of net position is not reported as a liability in the funds.	(495,053)
Net deferred pension flows	(1,710,578)
Net deferred OPEB flows	<u>(85,295)</u>
<b><u>TOTAL NET POSITION – GOVERNMENTAL ACTIVITIES</u></b>	<b><u>7,959,983</u></b>

The accompanying notes are an integral part of these financial statements.

**STRASBURG SCHOOL DISTRICT 31J**  
**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES**  
**IN FUND BALANCES – GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

	<u>General</u>	<u>Bond Fund</u>	<u>Building Fund</u>
<b><u>REVENUES</u></b>			
Property Taxes	3,500,784	1,716,795	-
Specific Ownership Taxes	257,772	-	-
Earnings on Investments	7,671	24,093	36,825
Other Local Sources	565,661	3,093	-
State Aid	7,678,844	-	2,481,921
Federal Aid	343,906	-	-
<b><u>Total Revenues</u></b>	<b><u>12,354,638</u></b>	<b><u>1,743,981</u></b>	<b><u>2,518,746</u></b>
<b><u>EXPENDITURES</u></b>			
Current:			
Instructional Services	6,637,485	-	-
Supporting Services:			
Students	775,023	-	-
Instructional Staff	184,017	-	-
District Administration	395,529	-	-
School Administration	752,630	-	-
Business	190,298	-	-
Operation & Maintenance of Facilities	1,499,370	-	-
Transportation	412,113	-	-
Central Support	527,092	-	-
Other Support Services	28,401	-	-
Food Service	-	-	-
Debt Service:			
Principal Retirement	-	740,000	-
Interest and Fiscal Charges	-	957,025	-
Capital Outlay	-	-	19,600,111
<b><u>Total Expenditures</u></b>	<b><u>11,401,958</u></b>	<b><u>1,697,025</u></b>	<b><u>19,600,111</u></b>
<b><u>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</u></b>	<b><u>952,680</u></b>	<b><u>46,956</u></b>	<b><u>(17,081,365)</u></b>
<b><u>OTHER FINANCING SOURCES (USES)</u></b>			
Transfers	-	-	-
Proceeds From Debt	-	-	-
Premium on Bonds	-	-	-
Issue Costs	-	-	-
<b><u>Total Other Financing Sources (Uses)</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>
<b><u>NET CHANGE IN FUND BALANCES</u></b>	<b><u>952,680</u></b>	<b><u>46,956</u></b>	<b><u>(17,081,365)</u></b>
<b><u>FUND BALANCES, Beginning</u></b>	<b><u>5,029,978</u></b>	<b><u>2,248,483</u></b>	<b><u>24,024,824</u></b>
<b><u>FUND BALANCES, Ending</u></b>	<b><u>5,982,658</u></b>	<b><u>2,295,439</u></b>	<b><u>6,943,459</u></b>

The accompanying notes are an integral part of these financial statements.



<u>Other Governmental Funds</u>	<u>Total Governmental Funds</u>
-	5,217,579
-	257,772
311	68,900
308,393	877,147
2,968	10,163,733
<u>567,035</u>	<u>910,941</u>
<u>878,707</u>	<u>17,496,072</u>
-	6,637,485
208,222	983,245
-	184,017
-	395,529
-	752,630
-	190,298
-	1,499,370
-	412,113
-	527,092
-	28,401
579,591	579,591
-	740,000
-	957,025
-	<u>19,600,111</u>
<u>787,813</u>	<u>33,486,907</u>
<u>90,894</u>	<u>(15,990,835)</u>
-	-
-	-
-	-
-	-
<u>90,894</u>	<u>(15,990,835)</u>
<u>494,994</u>	<u>31,798,279</u>
<u>585,888</u>	<u>15,807,444</u>

The accompanying notes are an integral part of these financial statements.

**STRASBURG SCHOOL DISTRICT 31J**  
**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN**  
**FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES**  
**For the Year Ended June 30, 2022**

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Amounts reported for governmental activities in the statement of activities are different because:

**NET CHANGE IN FUND BALANCES – TOTAL GOVERNMENTAL FUNDS** **(15,990,835)**

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets with an initial, individual cost of more than \$5,000 are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period.

Capital Outlays more than \$5,000	19,609,854	
Depreciation Expense	<u>(435,121)</u>	19,174,733

Property tax revenues received prior to the year for which they are being levied or are not “available” at year end are reported as deferred revenue in the governmental funds. They are, however recorded as revenues in the statement of activities. Deferred property tax revenues increased this year. (23,010)

In the statement of activities compensated absences are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amount paid). During the year, compensated absences increased by this amount. (28,967)

The governmental funds report debt proceeds as an other financing source, while repayment of debt principal is reported as an expenditure. Interest expense is recognized as it accrues in the statement of activities regardless of when it is due. The net effect of these differences follows:

Accrued Interest	3,125	
Debt Payment	740,000	
Premium Amortization	339,990	
Deferred Refunding	<u>(30,114)</u>	

The statement of activities reports net pension liability which is not reported in the fund financial statements.

Change in Net Pension Liability	4,158,249	
Change in Net OPEB Liability	28,044	
Deferred Flows from Net Pension Liability	(356,672)	
Deferred Flows from Net OPEB Liability	<u>(3,758)</u>	

**CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES** **8,010,785**

The accompanying notes are an integral part of these financial statements.

## NOTES TO BASIC FINANCIAL STATEMENTS

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 1**

**SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The accounting policies of Strasburg School District 31J (District) conform with generally accepted accounting principles (GAAP) as applied to government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the District's accounting policies are described below.

The District operates under an elected Board of Education with five members.

The District is the lowest level of government, which is considered to be financially accountable over all activities related to public school education in Strasburg School District 31J. The District receives funding from local, state, and federal government sources and must comply with requirements of these funding source entities. The Board of Education members are elected by the public and have decision-making authority, the power to designate management, the ability to significantly influence operations, and primary accountability for fiscal matters.

**A. Reporting Entity**

Governmental Accounting Standards Board (GASB) Statement No. 14 (as amended by Statements No. 34, No. 39 and No. 61), "*The Financial Reporting Entity*" (GASB No. 14) describes the financial reporting entity as it relates to governmental accounting. According to this Statement, the financial reporting entity consists of a) the primary government, b) organizations for which the primary government is financially accountable, and c) other organizations whose exclusion from the reporting entity's financial statements would cause those statements to be misleading or incomplete. Any organizations that can be described by these last two items are included with the primary government in the financial statements as component units.

This District is not included in any other governmental "reporting entity" as defined in GASB No. 14 and does not include any other component unit as part of its "reporting entity". As required by accounting principles generally accepted in the USA, these basic financial statements present the District (the primary government) and its component units.

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 1**      **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**B. Government-Wide and Fund Financial Statements**

The Government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the District. For the most part, the effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely to a significant extent on fees and charges for support.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Taxes and other items not properly included among program revenues are reported instead as general revenues.

Separate financial statements are provided for governmental funds and proprietary funds. Major individual governmental funds (General Fund, Building Fund and Bond Funds) and individual enterprise funds are reported as separate columns in the fund financial statements.

**C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation**

The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. The government-wide financial statements are presented using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary fund statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

As a general rule the effect of interfund activity has been eliminated from the government-wide financial statements. Exceptions to this general rule are charges between the District's governmental and business-type activities. Elimination of these charges would distort the direct costs and program revenues reported for the various functions concerned.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, operating statements present increases and decreases in net current assets and unassigned fund balance as a measure of available spendable resources. This means that only current liabilities are generally included on their balance sheets.

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 1**      **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**C.    Measurement Focus, Basis of Accounting, and Financial Statement Presentation (Continued)**

Amounts reported as program revenues included 1) charges to customers or applicants for goods, services or privileges provided 2) operating grants and contributions, and 3) capital grants and contributions, including special assessments. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include all taxes.

All governmental fund types use the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period, or soon enough thereafter, to pay liabilities of the current period. Revenues are considered to be available if collected within 60 days after year-end.

Property and automotive ownership taxes are reported as receivables and deferred revenue when levied and as revenues when due for collection in the following year and determined to be available.

Grants and entitlement revenues are recognized when compliance with matching requirements is met. A receivable is established when the related expenditures exceed revenue receipts.

Expenditures are recorded when the related fund liability is incurred with the exception of general obligation and capital lease debt service which is recognized when due and certain accrued sick and personal pay which are accounted for as expenditures when expected to be liquidated with expendable available financial resources.

Proprietary fund types are accounted for on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred. The measurement focus in these funds is on the flow of economic resources and emphasizes the determination of net income. All assets and all liabilities associated with their activity are included on their statements of position. Proprietary fund type operating statements present increases (revenues) and decreases (expenses) in net position.

Proprietary funds distinguish operating revenues and expenses from nonoperating items. Operating revenues and expenses generally result from providing goods and services in connection with a proprietary fund's ongoing operations. The principal operating revenues of the District's proprietary funds are charges to customers for sales and services. Operating expenses for enterprise funds and internal service funds include the cost of sales and services, administrative expenses, and depreciation on capital assets. All revenue and expenses not meeting this definition are reported as nonoperating revenues and expenses.

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources, as they are needed.



STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 1**      **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**D.    Fund Accounting**

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, deferred flows, fund equity, revenues and expenditures, or expenses, as appropriate. Resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. The major funds presented in the accompanying basic financial statements are as follows:

• **Major Governmental Funds**

1. **General Fund** – the general operating fund of the District; used to account for all resources that are not required legally or by sound financial management to be accounted for in another fund.
2. **Bond Redemption Debt Service Fund** – used to account for the accumulation of resources for, and the payment of, long term general obligation debt principal, interest, and related costs.
3. **Building Fund** – this fund is used to account for all resources available for acquiring capital sites, buildings, and equipment as specified by the related bond issue.

**Cash and Investments**

Cash represents amounts on deposit with financial institutions or held by the District. The District is allowed to invest in the following types of investments: short-term certificates of deposit, repurchase agreements, money market deposit accounts, mutual funds, government pools, and U.S. Treasury Obligations. The District considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents.

Investments are recorded at fair value in accordance with GASB Statement No. 72 *Fair Value Measurement and Application*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income.

**F.    Receivables**

Property taxes levied in 2021 but uncollected in 2022 are identified as property taxes receivable. Amounts of property taxes that are not available at June 30, 2022 are recorded as deferred inflows, and are presented net of an allowance for uncollectible taxes. Program grants are recorded as receivables and revenues at the time reimbursable project costs are incurred.

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 1**      **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**G.    Inventories**

Materials and supplies inventories are stated at cost. Inventories recorded in the Food Services Fund consist of purchased and donated commodities. Purchased inventories are stated at cost. Donated inventories, received at no cost under a program supported by the Federal Government, are recorded at their estimated fair value at the date of receipt.

The cost of all inventories is recorded as an asset when the individual inventory items are purchased, and as an expenditure or expense when consumed.

**H.    Capital Assets**

Capital assets, which include property, vehicles and equipment, are utilized for general District operations and are capitalized at actual or estimated cost. Donations of such assets are recorded at estimated fair value at the time of donation. Capital assets are reported in the applicable governmental or business-type activities columns in the government-wide financial statements.

Maintenance, repairs, and minor renovations are recorded as expenditures when incurred. Major additions and improvements are capitalized. When assets used in the operation of the governmental fund types are sold, the proceeds of the sale are recorded as revenues in the appropriate fund. The District does not capitalize interest on the construction of capital assets in governmental funds. However, the District does capitalize interest on the construction of capital assets in business-type activities.

The monetary threshold for capitalization of assets is \$5,000. The District's capital assets are depreciated using the straight-line method over the estimated useful lives of the fixed assets (5-40 years). Depreciation of all capital assets is charged as an expense against their operations. Depreciation is recorded in the year of acquisition and any remaining depreciation is recorded in the year of disposition.

**I.    Long-Term Obligations**

In the government-wide financial statements, and proprietary fund types in the fund financial statements, long term debt and other long-term obligations are reported as liabilities in the applicable government activities, business-type activities, or proprietary fund type statement of net position. The District records long-term debt of governmental funds at the face value. General obligation bonds are serviced from property taxes and other revenues of the Debt Service Fund. Capital leases are serviced from property taxes and other revenues of the General Fund. The long-term accumulated unpaid accrued sick leave is serviced from property taxes and other revenues by the respective fund type from future appropriations.



STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

**NOTE 1**      **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**J.      Constitutional Amendment**

In November 1992, Colorado voters approved Article X of the Colorado Constitution by adding Section 20, commonly known as the Taxpayer's Bill of Rights (TABOR). TABOR contains revenue, spending, tax and debt limitations, which apply to the State of Colorado and local governments. It requires, with certain exceptions, advance voter approval for any new tax, tax rate increase, mill levy above that for the prior year, extension of an expiring tax, or tax policy change directly causing a net tax revenue gain to any entity.

On November 4, 1997 the registered voters approved a ballot resolution authorizing Strasburg School District 31J to collect, retain and expend all revenues from any source provided that no property tax mill levy be increased or any new tax be imposed.

Except for refinancing bonded debt at a lower interest rate or adding new employees to existing pension plans, TABOR requires advance voter approval for the creation of any multiple-fiscal year debt or other financial obligation unless adequate present cash reserves are pledged irrevocably and held for payments in all future years. TABOR requires local governments to establish emergency reserves to be used for declared emergencies only. Emergencies, as defined by TABOR, exclude economic conditions, revenue shortfalls, or salary or fringe benefit increases. These reserves are required to be three percent or more of fiscal year spending (excluding bonded debt service). As of June 30, 2022 the District reserved \$498,000 for this purpose.

Spending and revenue limits are determined based on the prior fiscal year's spending adjusted for inflation in the prior calendar year plus annual increases in funded student enrollment. Fiscal year spending is generally defined as expenditures and reserve increases with certain exceptions.

**K.      Property Taxes**

Under Colorado law, all property taxes are due and payable in the year following the year levied. The 2021 property tax calendar for Fremont County was as follows:

Levy Date	December 15, 2021
Lien Date	January 1, 2022
Tax Bills Mailed	January 1, 2022
First Installment Due	February 28, 2022
Second Installment Due	June 15, 2022
If Paid in Full, Due	April 30, 2022
Tax Sale – 2020 Delinquent Property Taxes	October 25, 2021

**L.      Accumulated Sick Leave**

Compensated absences are made up of accumulated sick leave reported as non-current liabilities in the government-wide financial statements. As of June 30, 2022, the District has recorded an estimated liability of \$103,446 relating to accrued sick leave payable.

A summary of changes in compensated absences is as follows:

	<u>Balance July 1, 2021</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance June 30, 2022</u>
Accumulated Sick Leave	<u>74,479</u>	<u>28,967</u>	<u>-</u>	<u>103,446</u>

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 1**      **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**M.    Use of Estimates**

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**N.    GASB Statement No. 54**

The Government Accounting Standards Board (GASB) has issued Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions (GASB 54). This statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes.

GASB 54 requires the fund balance amounts to be properly reported within one of the fund balance categories list below.

1. Nonspendable such as fund balances associated with inventories, prepaids, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned).
2. Restricted fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation.
3. Committed fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School District Board of Directors (the District's highest level of decision-making authority).
4. Assigned fund balance classification is intended to be used by the government for specific purposes that do not meet the criteria to be classified as restricted or committed.
5. Unassigned fund balance is the residual classification for the government's general fund and includes all spendable amounts not contained in the other classifications.

**Fund Balance Classification Policies and Procedures**

**Committed Fund Balance Policy:**

The District's Committed Fund Balance is fund balance reporting required by the School Board, either because of a School Board Policy in the School Board Policy Manual, or because of motions that passed at School Board meetings.

**Assigned Fund Balance Policy:**

The District's Assigned Fund Balance is fund balance reporting occurring by School Board Administration authority, under the direction of the Chief Business Officer.

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

**NOTE 1**    **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**N.**        **GASB Statement No. 54 (Continued)**

**Order of Fund Balance Spending Policy**

The District's policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries.

First, non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then unrestricted fund balances are determined following the order of committed, assigned, and unassigned.

**Fund Balance Classification by Fund:**

	General Fund	Bond Redemption Fund	Building Fund	Pupil Activity Fund	Capital Reserve Capital Projects Fund	Food Service	Total Governmental Funds
<b><u>Nonspendable:</u></b>							
Inventories	-	-	-	-	-	14,891	14,891
<b><u>Restricted:</u></b>							
Emergencies	498,000	-	-	-	-	-	498,000
Preschool	-	-	-	-	-	-	-
Food Service	-	-	-	-	-	51,869	51,869
Capital Outlay	-	-	6,943,459	-	-	-	6,943,459
Debt Service	-	2,295,439	-	-	-	-	2,295,439
<b><u>Committed:</u></b>							
Capital Outlay	-	-	-	-	312,066	-	312,066
<b><u>Assigned:</u></b>							
Pupil Activities	-	-	-	207,062	-	-	207,062
<b><u>Unassigned</u></b>	<b><u>5,484,658</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>5,484,658</u></b>
<b><u>Total Fund Balances</u></b>	<b><u>5,982,658</u></b>	<b><u>2,295,439</u></b>	<b><u>6,943,459</u></b>	<b><u>207,062</u></b>	<b><u>312,066</u></b>	<b><u>66,760</u></b>	<b><u>15,807,444</u></b>

**O.**        **Deferred Outflows / Inflows of Resources**

In addition to assets, the statement of financial position and the balance sheet will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position and the balance sheet will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time.

**P.**        **GASB 87**

On July 1, 2021 Strasburg School District 31J adopted GASB 87, Leases. The District will comply with GASB 87 on all leases that are individually and aggregately material to the financial statements.

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 2**      **RECONCILIATION OF GOVERNMENT-WIDE AND FUND FINANCIAL STATEMENTS**

The governmental funds balance sheet includes a reconciliation between *fund balances – total governmental funds* and *net position – governmental activities* as reported in the government-wide statement of net position. Additionally, the governmental fund statement of revenues, expenditures, and changes in fund balances includes a reconciliation between *net change in fund balances – total government funds* and *changes in net position of governmental activities* as reported in the government-wide statement of activities.

These reconciliations detail items that require adjustment to convert from the current resources measurement and modified accrual basis for governmental fund statements to the economic resources measurement and full accrual basis used for government-wide statements. However, certain items having no effect on measurement and basis were eliminated from the government fund statements during the consolidation of governmental activities.

	<u>Items Eliminated</u>	
	<u>Due To Other Funds</u>	<u>Due From Other Funds</u>
General Fund	449	-
Building Fund	-	-
Food Service	-	449
Bond Fund	-	-
	<u>449</u>	<u>449</u>

**NOTE 3**      **BUDGETARY INFORMATION**

Revenues and expenditures are controlled by budgetary accounting systems in accordance with various legal requirements. The budgeted revenues and expenditures represent the original adopted budget as subsequently adjusted by the Board of Education in accordance with Colorado School Laws. Budgets are generally prepared on the same basis as that used for accounting purposes.

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

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**NOTE 3**      **BUDGETARY INFORMATION (Continued)**

The District has set procedures to be followed in establishing the budgetary data reflected in the financial statements:

1. Prior to June 1, the Business Manager submits to the Board of Education a proposed operating budget for the fiscal year commencing the following July 1. The operating budget includes proposed expenditures and the means of financing them.
2. Public notices are released to obtain taxpayer comments.
3. Prior to June 30, the budget is legally enacted through passage of a resolution.
4. The Business Manager is authorized to transfer budgeted amounts between categories within any fund; however, any revisions that alter the total expenditures of any fund must be approved by the Board of Education.
5. Formal budgetary integration should be employed as a management control device during the year for the General Fund, Special Revenue Funds, Building Fund, Capital Reserve Capital Projects Fund, and Debt Service Funds.
6. Budgets for the General, Special Revenue, Building Fund, Capital Reserve Capital Projects Fund, and Debt Service Funds are adopted on a basis consistent with generally accepted accounting principles (GAAP).

All appropriations lapse at the end of each fiscal year. Authorization to transfer budgeted amounts between programs and/or departments within any fund and the reallocation of budget line items within any program and/or department rests with the Superintendent of Schools and may be delegated to an appropriate level of management. Revisions and/or supplemental appropriations that alter the total expenditures of any fund must be approved by the Board of Education.

Budgetary amounts reported in the accompanying basic financial statements are as originally adopted and amended by the Superintendent and/or the Board of Education throughout the year.

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 4**      **CASH AND EQUIVALENTS**

**Deposits**

The Colorado Public Deposit Protection Act (PDPA), requires that all units of local government deposit cash in eligible public depositories, eligibility is determined by state regulators. Amounts on deposit in excess of federal insurance levels must be collateralized. The eligible collateral is determined by the PDPA. PDPA allows the institution to create a single collateral pool for all public funds. The pool is to be maintained by another institution or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to the aggregate uninsured deposits.

At June 30, 2022, the District's bank balance and corresponding carrying balance were as follows:

	<u>Carrying Balance</u>	<u>Bank Balance</u>
Insured (FDIC)	250,000	250,000
Uninsured, Collateralized under the Public Deposit Protection Act of the State of Colorado	4,849,933	5,147,292
Cash with County Treasurer	167,007	-
Cash with Fiscal Agent	2,234,620	-
ColoTrust – Cash Equivalent	11,451,401	-
Cash on Hand	<u>-</u>	<u>-</u>
<u>Total Cash and Deposits</u>	<u>18,952,961</u>	<u>5,397,292</u>

As presented above, deposits with a bank balance of \$5,147,292 and a carrying balance of \$4,849,933, as of June 30, 2022 are uninsured, are exposed to custodial risk, and are collateralized with securities held by the pledging financial institution.



**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

**NOTE 5**      **CAPITAL ASSETS**

A summary of changes in capital assets is as follows:

**Governmental Activities**

	Balance <u>July 1, 2021</u>	<u>Increases</u>	<u>Decreases</u>	Balance <u>June 30, 2022</u>
<b><u>Capital Assets Not Being</u></b>				
<u>Depreciated</u>				
Land	796,786	-	-	796,786
Construction In Progress	<u>1,001,429</u>	<u>19,600,110</u>	-	<u>20,601,539</u>
<b><u>Total Capital Assets Not Being</u></b>				
<u>Depreciated</u>	<u>1,798,215</u>	<u>19,600,110</u>	-	<u>21,398,325</u>
<b><u>Capital Assets Being</u></b>				
<u>Depreciated</u>				
Buildings & Site Improvements	20,129,547	-	-	20,129,547
Equipment	1,203,643	9,744	-	1,213,387
Vehicles	1,241,611	-	-	1,241,611
Food Service Equipment	<u>148,879</u>	-	-	<u>148,879</u>
<b><u>Total Capital Assets Being</u></b>				
<u>Depreciated</u>	<u>22,723,680</u>	<u>9,744</u>	-	<u>22,733,424</u>
<b><u>Less Accumulated</u></b>				
<u>Depreciation for:</u>				
Building & Site Improvements	9,360,097	324,903	-	9,685,000
Equipment	1,003,818	44,513	-	1,048,331
Vehicles	829,061	61,566	-	890,627
Food Service Equipment	<u>133,730</u>	<u>4,139</u>	-	<u>137,869</u>
<b><u>Total Accumulated Depreciation</u></b>	<u>11,326,706</u>	<u>435,121</u>	-	<u>11,761,827</u>
<b><u>Total Capital Assets Being</u></b>				
<u>Depreciated, Net</u>	<u>11,396,974</u>	<u>(425,377)</u>	-	<u>10,971,597</u>
<b><u>Governmental Activities Capital</u></b>				
<u>Assets, Net</u>	<u>13,195,189</u>	<u>19,174,733</u>	-	<u>32,369,922</u>

Depreciation expense was charged to functions/programs of the primary government as follows:

**Governmental Activities:**

Instruction	356,354
Student Support	-
Instructional Support	-
General Administration Support	3,882
School Administration Support	-
Business Services Support	-
Operations and Maintenance	9,180
Transportation	61,566
Food Service	<u>4,139</u>
<b><u>Total Depreciation Expense—Governmental Activities</u></b>	<u>435,121</u>

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

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**NOTE 6**

**PENSION PLAN**

**Defined Benefit Pension Plan**

**Summary of Significant Accounting Policies**

**Pensions.** Strasburg School District 31J participates in the School Division Trust Fund (SCHDTF), a cost-sharing multiple-employer defined benefit pension plan administered by the Public Employees' Retirement Association of Colorado (PERA). The net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position (FNP) and additions to/deductions from the FNP of the SCHDTF have been determined using the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

**General Information about the Pension Plan**

**Plan description.** Eligible employees of the Strasburg School District 31J are provided with pensions through the SCHDTF - a cost-sharing multiple-employer defined benefit pension plan administered by PERA. Plan benefits are specified in Title 24, Article 51 of the Colorado Revised Statutes (C.R.S.), administrative rules set forth at 8 C.C.R. 1502-1, and applicable provisions of the federal Internal Revenue Code. Colorado State law provisions may be amended from time to time by the Colorado General Assembly. PERA issues a publicly available annual comprehensive financial report (ACFR) that can be obtained at [www.copera.org/investments/pera-financial-reports](http://www.copera.org/investments/pera-financial-reports).

**Benefits provided as of December 31, 2021.** PERA provides retirement, disability, and survivor benefits. Retirement benefits are determined by the amount of service credit earned and/or purchased, highest average salary, the benefit structure(s) under which the member retires, the benefit option selected at retirement, and age at retirement. Retirement eligibility is specified in tables set forth at C.R.S. § 24-51-602, 604, 1713, and 1714.

The lifetime retirement benefit for all eligible retiring employees under the PERA benefit structure is the greater of the:

- Highest average salary multiplied by 2.5% and then multiplied by years of service credit.
- The value of the retiring employee's member contribution account plus a 100% match on eligible amounts as of the retirement date. This amount is then annuitized into a monthly benefit based on life expectancy and other actuarial factors.

The lifetime retirement benefit for all eligible retiring employees under the Denver Public Schools (DPS) benefit structure is the greater of the:

- Highest average salary multiplied by 2.5% and then multiplied by years of service credit.
- \$15 times the first 10 years of service credit plus \$20 times service credit over 10 years plus a monthly amount equal to the annuitized member contribution account balance based on life expectancy and other actuarial factors.



**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
June 30, 2022

**NOTE 6**

**PENSION PLAN (Continued)**

In all cases the service retirement benefit is limited to 100% of highest average salary and also cannot exceed the maximum benefit allowed by federal Internal Revenue Code.

Members may elect to withdraw their member contribution accounts upon termination of employment with all PERA employers; waiving rights to any lifetime retirement benefits earned. If eligible, the member may receive a match of either 50% or 100% on eligible amounts depending on when contributions were remitted to PERA, the date employment was terminated, whether 5 years of service credit has been obtained and the benefit structure under which contributions were made.

Upon meeting certain criteria, benefit recipients who elect to receive a lifetime retirement benefit generally receive post-retirement cost-of-living adjustments, referred to as annual increases in the C.R.S.. Subject to the automatic adjustment provision (AAP) under C.R.S. § 24-51-413, eligible benefit recipients under the PERA benefit structure who began membership before January 1, 2007, and all eligible benefit recipients of the DPS benefit structure will receive the maximum annual increase (AI) or AI cap of 1.00% unless adjusted by the AAP. Eligible benefit recipients under the PERA benefit structure who began membership on or after January 1, 2007, will receive the lesser of an annual increase of the 1.00% AI cap or the average increase of the Consumer Price Index for Urban Wage Earners and Clerical Workers for the prior calendar year, not to exceed a determined increase that would exhaust 10% of PERA's Annual Increase Reserve (AIR) for the SCHDTF. The AAP may raise or lower the aforementioned AI cap by up to 0.25% based on the parameters specified in C.R.S. § 24-51-413.

Disability benefits are available for eligible employees once they reach five years of earned service credit and are determined to meet the definition of disability. The disability benefit amount is based on the lifetime retirement benefit formula(s) shown above considering a minimum 20 years of service credit, if deemed disabled.

Survivor benefits are determined by several factors, which include the amount of earned service credit, highest average salary of the deceased, the benefit structure(s) under which service credit was obtained, and the qualified survivor(s) who will receive the benefits.

*Contributions provisions as of June 30, 2022:* Eligible employees of, Strasburg School District 31J and the State are required to contribute to the SCHDTF at a rate set by Colorado statute. The contribution requirements for the SCHDTF are established under C.R.S. § 24-51-401, *et seq.* and § 24-51-413. Eligible employees are required to contribute 10.50% of their PERA-includable salary during the period of July 1, 2021 through June 30, 2022. Employer contribution requirements are summarized in the table below.

	July 1, 2021 Through June 30, 2022
Employer contribution rate	10.90%
Amount of employer contribution apportioned to the Health Care Trust Fund as specified in C.R.S. § 24-51-208(1)(f)	(1.02)%
Amount apportioned to the SCHDTF	9.88%
Amortization Equalization Disbursement (AED) as specified in C.R.S. § 24-51-411	4.50%
Supplemental Amortization Equalization Disbursement (SAED) as specified in C.R.S. § 24-51-411	5.50%
Total employer contribution rate to the SCHDTF	19.88%

\*\*Contribution rates for the SCHDTF are expressed as a percentage of salary as defined in C.R.S. § 24-51-101(42).

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

**NOTE 6**      **PENSION PLAN (Continued)**

Employer contributions are recognized by the SCHDTF in the period in which the compensation becomes payable to the member and the Strasburg School District 31J is statutorily committed to pay the contributions to the SCHDTF. Employer contributions recognized by the SCHDTF from Strasburg School District 31J were \$1,228,727 for the year ended June 30, 2022.

For purposes of GASB 68 paragraph 15, a circumstance exists in which a nonemployer contributing entity is legally responsible for making contributions to the SCHDTF and is considered to meet the definition of a special funding situation. As specified in C.R.S. § 24-51-414, the State is required to contribute \$225 million (actual dollars) direct distribution each year to PERA starting on July 1, 2018. A portion of the direct distribution payment is allocated to the SCHDTF based on the proportionate amount of annual payroll of the SCHDTF to the total annual payroll of the SCHDTF, State Division Trust Fund, Judicial Division Trust Fund, and Denver Public Schools Division Trust Fund. In addition to the \$225 million (actual dollars) direct distribution due July 1, 2022, House Bill (HB) 22-1029, instructs the State treasurer to issue a warrant to PERA in the amount of \$380 million (actual dollars), upon enactment, with reductions to future direct distributions scheduled to occur July 1, 2023, and July 1, 2024.

**Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions**

The net pension liability for the SCHDTF was measured as of December 31, 2021, and the total pension liability (TPL) used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2020. Standard update procedures were used to roll-forward the TPL to December 31, 2021. The Strasburg School District 31J proportion of the net pension liability was based on Strasburg School District 31J contributions to the SCHDTF for the calendar year 2021 relative to the total contributions of participating employers and the State as a nonemployer contributing entity.

At June 30, 2022, the Strasburg School District 31J reported a liability of \$10,232,548 for its proportionate share of the net pension liability that reflected an increase for support from the State as a nonemployer contributing entity. The amount recognized by the Strasburg School District 31J as its proportionate share of the net pension liability, the related support from the State as a nonemployer contributing entity, and the total portion of the net pension liability that was associated with Strasburg School District 31J were as follows:

Strasburg School District 31J proportionate share of the net pension liability	\$ 10,232,548
The State's proportionate share of the net pension liability as a nonemployer contributing entity associated with the Strasburg School District 31J	\$ 1,173,031
Total	\$ 11,405,579

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
June 30, 2022

**NOTE 6**      **PENSION PLAN (Continued)**

At December 31, 2021, the Strasburg School District 31J proportion was 0.088%, which was a decrease of 0.0073% from its proportion measured as of December 31, 2020.

For the year ended June 30, 2022, the Strasburg School District 31J recognized pension income of \$3,801,577 and revenue of \$125,236 for support from the State as a nonemployer contributing entity. At June 30, 2022, the Strasburg School District 31J reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	391,743	-
Changes of assumptions or other inputs	781,179	-
Net difference between projected and actual earnings on pension plan investments	-	(3,847,132)
Changes in proportion and differences between contributions recognized and proportionate share of contributions	1,257,761	(952,048)
Contributions subsequent to the measurement date	657,919	N/A
<b>Total</b>	<b>3,088,602</b>	<b>(4,799,180)</b>

\$657,919 reported as deferred outflows of resources related to pensions, resulting from contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30, 2022	
2023	168,315
2024	(1,019,330)
2025	(1,050,524)
2026	(466,959)
2027	-
Thereafter	-

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

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**NOTE 6**

**PENSION PLAN (Continued)**

*Actuarial assumptions.* The TPL in the December 31, 2020 actuarial valuation was determined using the following actuarial cost method, actuarial assumptions and other inputs:

Actuarial cost method	Entry age
Price inflation	2.30%
Real wage growth	0.70%
Wage inflation	3.00%
Salary increases, including wage inflation	3.40% –11.00%
Long-term investment rate of return, net of pension plan investment expenses, including price inflation	7.25%
Discount rate	7.25%
Post-retirement benefit increases:	
PERA benefit structure hired prior to 1/1/07 and DPS benefit structure (compounded annually)	1.00%
PERA benefit structure hired after 12/31/06*	Financed by the AIR

\*Post-retirement benefit increases are provided by the AIR, accounted separately within each Division Trust Fund, and subject to moneys being available, therefore, liabilities related to increases for members of these benefit tiers can never exceed available assets.

The TPL as of December 31, 2021, includes the anticipated adjustments to contribution rates and the AI cap, resulting from the 2020 AAP assessment, statutorily recognized July 1, 2021, and effective July 1, 2022.

The mortality tables described below are generational mortality tables developed on a benefit-weighted basis.

Pre-retirement mortality assumptions were based upon the PubT-2010 Employee Table with generational projection using scale MP-2019.

Post-retirement non-disabled mortality assumptions were based upon the PubT-2010 Healthy Retiree Table, adjusted as follows:

- Males: 112% of the rates prior to age 80 and 94% of the rates for ages 80 and older, with generational projection using scale MP-2019.
- Females: 83% of the rates prior to age 80 and 106% of the rates for ages 80 and older, with generational projection using scale MP-2019.

Post-retirement non-disabled beneficiary mortality assumptions were based upon the Pub-2010 Contingent Survivor Table, adjusted as follows:

- Males: 97% of the rates for all ages, with generational projection using scale MP-2019.
- Females: 105% of the rates for all ages, with generational projection using scale MP-2019.

Disabled mortality assumptions were based upon the PubNS-2010 Disabled Retiree Table using 99% of the rates for all ages with generational projection using scale MP-2019.



**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

**NOTE 6**

**PENSION PLAN (Continued)**

The actuarial assumptions used in the December 31, 2020, valuation were based on the results of the 2020 experience analysis for the period January 1, 2016, through December 31, 2019, and were reviewed and adopted by the PERA Board at their November 20, 2020, meeting.

The long-term expected return on plan assets is reviewed as part of regular experience studies prepared every four to five years for PERA. Recently this assumption has been reviewed more frequently. The most recent analyses were outlined in the Experience Study report dated October 28, 2020.

Several factors are considered in evaluating the long-term rate of return assumption, including long-term historical data, estimates inherent in current market data, and a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and then adding expected inflation.

The PERA Board first adopted the 7.25% long-term expected rate of return as of November 18, 2016. Following an asset/liability study, the Board reaffirmed the assumed rate of return at the Board's November 15, 2019, meeting, to be effective January 1, 2020. As of the most recent reaffirmation of the long-term rate of return, the target asset allocation, and best estimates of geometric real rates of return for each major asset class are summarized in the table as follows:

Asset Class	Target Allocation	30 Year Expected Geometric Real Rate of Return
Global Equity	54.00%	5.60%
Fixed Income	23.00%	1.30%
Private Equity	8.50%	7.10%
Real Estate	8.50%	4.40%
Alternatives	6.00%	4.70%
Total	100.00%	

**Note:** In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected nominal rate of return assumption of 7.25%.

**Discount rate.** The discount rate used to measure the TPL was 7.25%. The projection of cash flows used to determine the discount rate applied the actuarial cost method and assumptions shown above. In addition, the following methods and assumptions were used in the projection of cash flows:

- Total covered payroll for the initial projection year consists of the covered payroll of the active membership present on the valuation date and the covered payroll of future plan members assumed to be hired during the year. In subsequent projection years, total covered payroll was assumed to increase annually at a rate of 3.00%.

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

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**NOTE 6**

**PENSION PLAN (Continued)**

- Employee contributions were assumed to be made at the member contribution rates in effect for each year, including the scheduled increases in Senate Bill (SB) 18-200, required adjustments resulting from the 2018 AAP assessment, and the additional 0.50% resulting from the 2020 AAP assessment, statutorily recognized July 1, 2021, and effective July 1, 2022. Employee contributions for future plan members were used to reduce the estimated amount of total service costs for future plan members.
- Employer contributions were assumed to be made at rates equal to the fixed statutory rates specified in law for each year, including the scheduled increase in SB 18-200, required adjustments resulting from the 2018 AAP assessment, and the additional 0.50% resulting from the 2020 AAP assessment, statutorily recognized July 1, 2021, and effective July 1, 2022. Employer contributions also include current and estimated future AED and SAED, until the actuarial value funding ratio reaches 103%, at which point the AED and SAED will each drop 0.50% every year until they are zero. Additionally, estimated employer contributions reflect reductions for the funding of the AIR and retiree health care benefits. For future plan members, employer contributions were further reduced by the estimated amount of total service costs for future plan members not financed by their member contributions.
- As specified in law, the State, as a nonemployer contributing entity, will provide an annual direct distribution of \$225 million (actual dollars), commencing July 1, 2018, that is proportioned between the State, School, Judicial, and DPS Division Trust Funds based upon the covered payroll of each Division. The annual direct distribution ceases when all Division Trust Funds are fully funded.
- Employer contributions and the amount of total service costs for future plan members were based upon a process to estimate future actuarially determined contributions assuming an analogous future plan member growth rate.
- The AIR balance was excluded from the initial FNP, as, per statute, AIR amounts cannot be used to pay benefits until transferred to either the retirement benefits reserve or the survivor benefits reserve, as appropriate. AIR transfers to the FNP position and the subsequent AIR benefit payments were estimated and included in the projections.
- The projected benefit payments reflect the lowered AI cap, from 1.25% to 1.00%, resulting from the 2020 AAP assessment, statutorily recognized July 1, 2021, and effective July 1, 2022.
- Benefit payments and contributions were assumed to be made at the middle of the year.

Based on the above assumptions and methods, the SCHDTF's FNP was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return of 7.25% on pension plan investments was applied to all periods of projected benefit payments to determine the TPL. The discount rate determination does not use the municipal bond index rate, and therefore, the discount rate is 7.25%. There was no change in the discount rate from the prior measurement date.

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 6**      **PENSION PLAN (Continued)**

*Sensitivity of the Strasburg School District 31J proportionate share of the net pension liability to changes in the discount rate.* The following presents the proportionate share of the net pension liability calculated using the discount rate of 7.25%, as well as what the proportionate share of the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.25%) or one percentage point higher (8.25%) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Proportionate share of the net pension	15,061,474	10,232,548	6,202,990

*Pension plan fiduciary net position.* Detailed information about the SCHDTF's FNP is available in PERA's ACFR which can be obtained at [www.copera.org/investments/pera-financial-reports](http://www.copera.org/investments/pera-financial-reports).

**Defined Contribution Pension Plans**

**Voluntary Investment Program**

*Plan Description* – Employees of the Strasburg School District 31J that are also members of the SCHDTF may voluntarily contribute to the Voluntary Investment Program, an Internal Revenue Code Section 401(k) defined contribution plan administered by PERA. Title 24, Article 51, Part 14 of the C.R.S., as amended, assigns the authority to establish the Plan provisions to the PERA Board of Trustees. PERA issues a publicly available ACFR which includes additional information on the Voluntary Investment Program. That report can be obtained at [www.copera.org/investments/pera-financial-reports](http://www.copera.org/investments/pera-financial-reports).

*Funding Policy* – The Voluntary Investment Program is funded by voluntary member contributions up to the maximum limits set by the Internal Revenue Service, as established under Title 24, Article 51, Section 1402 of the C.R.S., as amended. Employees are immediately vested in their own contributions and investment earnings. For the year ended June 30, 2022, program members contributed \$9,288.

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

**NOTE 7**      **OTHER POST EMPLOYMENT BENEFITS**

**Defined Benefit Other Post Employment Benefit (OPEB) Plan**

**Summary of Significant Accounting Policies**

***OPEB.*** Strasburg School District 31J participates in the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer defined benefit OPEB fund administered by the Public Employees' Retirement Association of Colorado ("PERA"). The net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, OPEB expense, information about the fiduciary net position (FNP) and additions to/deductions from the FNP of the HCTF have been determined using the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefits paid on behalf of health care participants are recognized when due and/or payable in accordance with the benefit terms. Investments are reported at fair value.

**General Information about the OPEB Plan**

***Plan description.*** Eligible employees of the Strasburg School District 31J are provided with OPEB through the HCTF—a cost-sharing multiple-employer defined benefit OPEB plan administered by PERA. The HCTF is established under Title 24, Article 51, Part 12 of the Colorado Revised Statutes (C.R.S.), as amended, and sets forth a framework that grants authority to the PERA Board to contract, self-insure, and authorize disbursements necessary in order to carry out the purposes of the PERACare program, including the administration of the premium subsidies. Colorado State law provisions may be amended by the Colorado General Assembly. PERA issues a publicly available annual comprehensive financial report (ACFR) that can be obtained at [www.copera.org/investments/pera-financial-reports](http://www.copera.org/investments/pera-financial-reports).

***Benefits provided.*** The HCTF provides a health care premium subsidy to eligible participating PERA benefit recipients and retirees who choose to enroll in one of the PERA health care plans, however, the subsidy is not available if only enrolled in the dental and/or vision plan(s). The health care premium subsidy is based upon the benefit structure under which the member retires and the member's years of service credit. For members who retire having service credit with employers in the Denver Public Schools (DPS) Division and one or more of the other four Divisions (State, School, Local Government and Judicial), the premium subsidy is allocated between the HCTF and the Denver Public Schools Health Care Trust Fund (DPS HCTF). The basis for the amount of the premium subsidy funded by each trust fund is the percentage of the member contribution account balance from each division as it relates to the total member contribution account balance from which the retirement benefit is paid.

C.R.S. § 24-51-1202 *et seq.* specifies the eligibility for enrollment in the health care plans offered by PERA and the amount of the premium subsidy. The law governing a benefit recipient's eligibility for the subsidy and the amount of the subsidy differs slightly depending under which benefit structure the benefits are calculated. All benefit recipients under the PERA benefit structure and all retirees under the DPS benefit structure are eligible for a premium subsidy, if enrolled in a health care plan under PERACare. Upon the death of a DPS benefit structure retiree, no further subsidy is paid.



STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 7**      **OTHER POST EMPLOYMENT BENEFITS (Continued)**

Enrollment in the PERACare health benefits program is voluntary and is available to benefit recipients and their eligible dependents, certain surviving spouses, and divorced spouses and guardians, among others. Eligible benefit recipients may enroll into the program upon retirement, upon the occurrence of certain life events, or on an annual basis during an open enrollment period.

*PERA Benefit Structure*

The maximum service-based premium subsidy is \$230 per month for benefit recipients who are under 65 years of age and who are not entitled to Medicare; the maximum service-based subsidy is \$115 per month for benefit recipients who are 65 years of age or older or who are under 65 years of age and entitled to Medicare. The maximum service-based subsidy, in each case, is for benefit recipients with retirement benefits based on 20 or more years of service credit. There is a 5% reduction in the subsidy for each year less than 20. The benefit recipient pays the remaining portion of the premium to the extent the subsidy does not cover the entire amount.

For benefit recipients who have not participated in Social Security and who are not otherwise eligible for premium-free Medicare Part A for hospital-related services, C.R.S. § 24-51-1206(4) provides an additional subsidy. According to the statute, PERA cannot charge premiums to benefit recipients without Medicare Part A that are greater than premiums charged to benefit recipients with Part A for the same plan option, coverage level, and service credit. Currently, for each individual PERACare enrollee, the total premium for Medicare coverage is determined assuming plan participants have both Medicare Part A and Part B and the difference in premium cost is paid by the HCTF or the DPS HCTF on behalf of benefit recipients not covered by Medicare Part A.

*DPS Benefit Structure*

The maximum service-based premium subsidy is \$230 per month for retirees who are under 65 years of age and who are not entitled to Medicare; the maximum service-based subsidy is \$115 per month for retirees who are 65 years of age or older or who are under 65 years of age and entitled to Medicare. The maximum service-based subsidy, in each case, is for retirees with retirement benefits based on 20 or more years of service credit. There is a 5% reduction in the subsidy for each year less than 20. The retiree pays the remaining portion of the premium to the extent the subsidy does not cover the entire amount.

For retirees who have not participated in Social Security and who are not otherwise eligible for premium-free Medicare Part A for hospital-related services, the HCTF or the DPS HCTF pays an alternate service-based premium subsidy. Each individual retiree meeting these conditions receives the maximum \$230 per month subsidy reduced appropriately for service less than 20 years, as described above. Retirees who do not have Medicare Part A pay the difference between the total premium and the monthly subsidy.

*Contributions.* Pursuant to Title 24, Article 51, Section 208(1)(f) of the C.R.S., as amended, certain contributions are apportioned to the HCTF. PERA-affiliated employers of the State, School, Local Government, and Judicial Divisions are required to contribute at a rate of 1.02% of PERA-includable salary into the HCTF.

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

**NOTE 7**      **OTHER POST EMPLOYMENT BENEFITS (Continued)**

Employer contributions are recognized by the HCTF in the period in which the compensation becomes payable to the member and the Strasburg School District 31J is statutorily committed to pay the contributions. Employer contributions recognized by the HCTF from Strasburg School District 31J were \$63,043 for the year ended June 30, 2022.

**OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB**

At June 30, 2022, the Strasburg School District 31J reported a liability of \$495,053 for its proportionate share of the net OPEB liability. The net OPEB liability for the HCTF was measured as of December 31, 2021, and the total OPEB liability (TOL) used to calculate the net OPEB liability was determined by an actuarial valuation as of December 31, 2020. Standard update procedures were used to roll-forward the TOL to December 31, 2021. The Strasburg School District 31J proportion of the net OPEB liability was based on Strasburg School District 31J contributions to the HCTF for the calendar year 2021 relative to the total contributions of participating employers to the HCTF.

At December 31, 2021, the Strasburg School District 31J proportion was 0.057%, which was an increase of 0.0024% from its proportion measured as of December 31, 2020.

For the year ended June 30, 2022, the Strasburg School District 31J recognized OPEB income of \$24,286. At June 30, 2022, the Strasburg School District 31J reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	754	(117,383)
Changes of assumptions or other inputs	10,249	(26,854)
Net difference between projected and actual earnings on OPEB plan investments		(30,644)
Changes in proportion and differences between contributions recognized and proportionate share of contributions	49,536	(4,709)
Contributions subsequent to the measurement date	33,756	N/A
Total	94,295	(179,590)

\$33,756 reported as deferred outflows of resources related to OPEB, resulting from contributions subsequent to the measurement date, will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year ended June 30, 2022	
2023	(18,925)
2024	(42,331)
2025	(39,175)
2026	(16,647)
2027	(1,786)
Thereafter	(187)

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

**NOTE 7**      **OTHER POST EMPLOYMENT BENEFITS (Continued)**

*Actuarial assumptions.* The TOL in the December 31, 2020 actuarial valuation was determined using the following actuarial cost method, actuarial assumptions and other inputs:

	State Division	School Division	Local Government Division	Judicial Division
Actuarial cost method			Entry age	
Price inflation			2.30%	
Real wage growth			0.70%	
Wage inflation			3.00%	
Salary increases, including wage inflation				
Members other than State Troopers	3.30%-10.90%	3.40% -11.00%	3.20%-11.30%	2.80%-5.30%
State Troopers	3.20%-12.40%	N/A	3.20%-12.40%	N/A
Long-term investment rate of return, net of OPEB plan investment expenses, including price inflation			7.25%	
Discount rate			7.25%	
Health care cost trend rates				
PERA benefit structure:				
Service-based premium subsidy			0.00%	
PERACare Medicare plans			4.50% in 2021, 6.00% in 2022 gradually decreasing to 4.50% in 2029	
Medicare Part A premiums			3.75% in 2021, gradually increasing to 4.50% in 2029	
DPS benefit structure:				
Service-based premium subsidy			0.00 %	
PERACare Medicare plans			N/A	
Medicare Part A premiums			N/A	

Calculations are based on the benefits provided under the terms of the substantive plan in effect at the time of each actuarial valuation and on the pattern of sharing of costs between employers of each fund to that point.

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
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**NOTE 7**      **OTHER POST EMPLOYMENT BENEFITS (Continued)**

In determining the additional liability for PERACare enrollees who are age 65 or older and who are not eligible for premium-free Medicare Part A in the December 31, 2020, valuation, the following monthly costs/premiums (actual dollars) are assumed for 2021 for the PERA Benefit Structure:

Medicare Plan	Initial Costs for Members Without Medicare Part A		
	Monthly Cost	Monthly Premium	Monthly Cost Adjusted to Age 65
Medicare Advantage/Self-Insured Rx	\$633	\$230	\$591
Kaiser Permanente Medicare Advantage HMO	596	199	\$62

The 2021 Medicare Part A premium is \$471 (actual dollars) per month.

All costs are subject to the health care cost trend rates, as discussed below.

Health care cost trend rates reflect the change in per capita health costs over time due to factors such as medical inflation, utilization, plan design, and technology improvements. For the PERA benefit structure, health care cost trend rates are needed to project the future costs associated with providing benefits to those PERACare enrollees not eligible for premium-free Medicare Part A.

Health care cost trend rates for the PERA benefit structure are based on published annual health care inflation surveys in conjunction with actual plan experience (if credible), building block models and industry methods developed by health plan actuaries and administrators. In addition, projected trends for the Federal Hospital Insurance Trust Fund (Medicare Part A premiums) provided by the Centers for Medicare & Medicaid Services are referenced in the development of these rates. Effective December 31, 2020, the health care cost trend rates for Medicare Part A premiums were revised to reflect the current expectation of future increases in rates of inflation applicable to Medicare Part A premiums.

The PERA benefit structure health care cost trend rates used to measure the TOL are summarized in the table below:

Year	PERACare Medicare Plans	Medicare Part A Premiums
2021	4.50%	3.75%
2022	6.00%	3.75%
2023	5.80%	4.00%
2024	5.60%	4.00%
2025	5.40%	4.00%
2026	5.10%	4.25%
2027	4.90%	4.25%
2028	4.70%	4.25%
2029+	4.50%	4.50%

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

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**NOTE 7**

**OTHER POST EMPLOYMENT BENEFITS (Continued)**

Mortality assumptions used in the December 31, 2020 valuation for the determination of the total pension liability for each of the Division Trust Funds as shown below, reflect generational mortality and were applied, as applicable, in the determination of the TOL for the HCTF, but developed using a headcount-weighted basis. Affiliated employers of the State, School, Local Government and Judicial Divisions participate in the HCTF.

Pre-retirement mortality assumptions for the State and Local Government Divisions (members other than State Troopers) were based upon the PubG-2010 Employee Table with generational projection using scale MP-2019.

Pre-retirement mortality assumptions for State Troopers were based upon the PubS-2010 Employee Table with generational projection using scale MP-2019.

The pre-retirement mortality assumptions for the School Division were based upon the PubT-2010 Employee Table with generational projection using scale MP-2019.

Pre-retirement mortality assumptions for the Judicial Division were based upon the PubG-2010(A) Above-Median Employee Table with generational projection using scale MP-2019.

Post-retirement non-disabled mortality assumptions for the State and Local Government Divisions (members other than State Troopers) were based upon the PubG-2010 Healthy Retiree Table, adjusted as follows:

- Males: 94% of the rates prior to age 80 and 90% of the rates for ages 80 and older, with generational projection using scale MP-2019.
- Females: 87% of the rates prior to age 80 and 107% of the rates for ages 80 and older, with generational projection using scale MP-2019.

Post-retirement non-disabled mortality assumptions for State Troopers were based upon the unadjusted PubS-2010 Healthy Retiree Table, with generational projection using scale MP-2019.

Post-retirement non-disabled mortality assumptions for the School Division were based upon the PubT-2010 Healthy Retiree table, adjusted as follows:

- Males: 112% of the rates prior to age 80 and 94% of the rates for ages 80 and older, with generational projection using scale MP-2019.
- Females: 83% of the rates prior to age 80 and 106% of the rates for ages 80 and older, with generational projection using scale MP-2019.

Post-retirement non-disabled mortality assumptions for the Judicial Division were based upon the unadjusted PubG-2010(A) Above-Median Healthy Retiree Table with generational projection using scale MP-2019.



**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

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**NOTE 7**

**OTHER POST EMPLOYMENT BENEFITS (Continued)**

Post-retirement non-disabled beneficiary mortality assumptions were based upon the Pub-2010 Contingent Survivor Table, adjusted as follows:

- Males: 97% of the rates for all ages, with generational projection using scale MP-2019.
- Females: 105% of the rates for all ages, with generational projection using scale MP-2019.

Disabled mortality assumptions for Members other than State Troopers were based upon the PubNS-2010 Disabled Retiree Table using 99% of the rates for all ages with generational projection using scale MP-2019.

Disabled mortality assumptions for State Troopers were based upon the unadjusted PubS-2010 Disabled Retiree Table with generational projection using scale MP-2019.

The following health care costs assumptions were updated and used in the roll forward calculation for the Trust Fund:

- Initial per capita health care costs for those PERACare enrollees under the PERA benefit structure who are expected to attain age 65 and older ages and are not eligible for premium-free Medicare Part A benefits were updated to reflect the change in costs for the 2021 plan year.
- The health care cost trend rates for Medicare Part A premiums were revised to reflect the then-current expectation of future increases in rates of inflation applicable to Medicare Part A premiums.

Actuarial assumptions pertaining to per capita health care costs and their related trend rates are analyzed and updated annually by PERA Board's actuary, as discussed above.

The actuarial assumptions used in the December 31, 2020, valuation were based on the results of the 2020 experience analysis for the period January 1, 2016, through December 31, 2019, and were reviewed and adopted by the PERA Board at their November 20, 2020, meeting.

The long-term expected return on plan assets is reviewed as part of regular experience studies prepared every four to five years for PERA. Recently, this assumption has been reviewed more frequently. The most recent analyses were outlined in the Experience Study report dated October 28, 2020.

Several factors are considered in evaluating the long-term rate of return assumption, including long-term historical data, estimates inherent in current market data, and a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentages and then adding expected inflation.

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

**NOTE 7**      **OTHER POST EMPLOYMENT BENEFITS (Continued)**

As of the most recent reaffirmation of the long-term rate of return, the target asset allocation and best estimates of geometric real rates of return for each major asset class are summarized in the table as follows:

Asset Class	Target Allocation	30 Year Expected Geometric Real Rate of Return
Global Equity	54.00%	5.60%
Fixed Income	23.00%	1.30%
Private Equity	8.50%	7.10%
Real Estate	8.50%	4.40%
Alternatives	6.00%	4.70%
Total	100.00%	

Note: In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected nominal rate of return assumption of 7.25%.

*Sensitivity of the Strasburg School District 31J proportionate share of the net OPEB liability to changes in the Health Care Cost Trend Rates.* The following presents the net OPEB liability using the current health care cost trend rates applicable to the PERA benefit structure, as well as if it were calculated using health care cost trend rates that are one percentage point lower or one percentage point higher than the current rates:

	1% Decrease in Trend Rates	Current Trend Rates	1% Increase in Trend Rates
Initial PERACare Medicare trend rate	3.50%	4.50%	5.50%
Ultimate PERACare Medicare trend rate	3.50%	4.50%	5.50%
Initial Medicare Part A trend rate	2.75%	3.75%	4.75%
Ultimate Medicare Part A trend rate	3.50%	4.50%	5.50%
Net OPEB Liability	\$480,837	\$495,053	\$511,522

*Discount rate.* The discount rate used to measure the TOL was 7.25%. The projection of cash flows used to determine the discount rate applied the actuarial cost method and assumptions shown above. In addition, the following methods and assumptions were used in the projection of cash flows:

- Updated health care cost trend rates for Medicare Part A premiums as of the December 31, 2021, measurement date.
- Total covered payroll for the initial projection year consists of the covered payroll of the active membership present on the valuation date and the covered payroll of future plan members assumed to be hired during the year. In subsequent projection years, total covered payroll was assumed to increase annually at a rate of 3.00%.

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 7**      **OTHER POST EMPLOYMENT BENEFITS (Continued)**

- Employer contributions were assumed to be made at rates equal to the fixed statutory rates specified in law and effective as of the measurement date.
- Employer contributions and the amount of total service costs for future plan members were based upon a process to estimate future actuarially determined contributions assuming an analogous future plan member growth rate.
- Estimated transfers of dollars into the HCTF representing a portion of purchase service agreements intended to cover the costs associated with OPEB benefits.
- Benefit payments and contributions were assumed to be made at the middle of the year.

Based on the above assumptions and methods, the HCTF's FNP was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return of 7.25% on OPEB plan investments was applied to all periods of projected benefit payments to determine the TOL. The discount rate determination does not use the municipal bond index rate, and therefore, the discount rate is 7.25%. There was no change in the discount rate from the prior measurement date.

*Sensitivity of the Strasburg School District 31J proportionate share of the net OPEB liability to changes in the discount rate.* The following presents the proportionate share of the net OPEB liability calculated using the discount rate of 7.25%, as well as what the proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is one-percentage-point lower (6.25%) or one-percentage-point higher (8.25%) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Proportionate share of the net OPEB liability	\$574,953	\$495,053	\$426,805

***OPEB plan fiduciary net position.*** Detailed information about the HCTF's FNP is available in PERA's ACFR which can be obtained at [www.copera.org/investments/pera-financial-reports](http://www.copera.org/investments/pera-financial-reports).



**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

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**NOTE 8**      **RISK MANAGEMENT**

The District is exposed to various risks of loss related to torts, thefts of, damage to, or destruction of assets; errors or omissions; injuries to employees, or acts of God.

The District maintains commercial insurance for all risks of loss. Settled claims have not exceeded this commercial coverage in any of the past three fiscal years.

**NOTE 9**      **COLORADO SCHOOL DISTRICT SELF INSURANCE POOL**

The District belongs to the Colorado School District's Self-Insurance Pool. The Pool was established by the Colorado Association of School Boards (CASB) to provide insurance coverage to participants in the areas of General Liability, Errors and Omissions, Automobile Liability, Auto Physical Damage, Auto Personal Injury Protection, Real and Personal Property, Crime, Workers' Compensation and other coverage. The Board of Directors is composed of eight persons; seven of whom are appointed by the Board of Directors of CASB and the Executive Director of CASB. The Pool is managed by an independent manager chosen by the Board of Directors. Each member's initial contribution and subsequent contributions are determined by the Pool based on factors including, but not limited to, the Aggregate Pool claims, the cost of Administrative and other operating expenses, the number of participants, the adequacy of both Operating and Reserve Funds and other factors touching on the status of the Pool or an individual participant, and as approved by the Colorado Insurance Commissioner.

As the District did not exercise oversight responsibility nor have sufficient control over Pool activities, the Pool is not a component unit of the District and only the District's share of contributions to the Pool is recorded as Expenditures in the Insurance Reserve Fund.

The District's share in the Pool is not determinable from current information, but is estimated to be less than 1%. The District's share, if calculated, would not be material to the Pool's financial information at June 30, 2021.

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 9**      **COLORADO SCHOOL DISTRICT SELF INSURANCE POOL (Continued)**

An audited summary of the Colorado School District's Pool financial information at June 30, 2021 and for the year then ended (latest information available) follows:

Total Assets	<u>64,950,784</u>
Total Liabilities	<u>26,531,849</u>
Total Equity	<u>38,418,935</u>
Revenue	32,051,341
Underwriting Expenses	<u>22,573,689</u>
Underwriting Gain (Loss)	9,477,652
Net Investment Income	1,118,389
Other Income	-
Net Income (Loss) Before Dividend	<u>10,596,041</u>
Dividend	-
Net Income	<u>10,596,041</u>
Transfer of Capital Contributions	-
Change in Non Admitted Assets	<u>(19,019)</u>
Capital Contributions from Members	-
Unassigned Surplus	<u>38,418,935</u>

**NOTE 10**      **LITIGATION**

None.

**NOTE 11**      **SUMMARY DISCLOSURE OF SIGNIFICANT COMMITMENTS AND CONTINGENCIES**

Claims and Judgments - The District participates in a number of federal, state and county programs that are fully or partially funded by grants received from other governmental units. Expenditures financed by grants are subject to audit by the appropriate grantor government. If expenditures are disallowed due to noncompliance with grant program regulations, the District may be required to reimburse the grantor government. As of June 30, 2022, significant amounts of grant expenditures have not been audited by the grantor but the District believes that disallowed expenditures, if any, based on subsequent audits will not have a material effect on any of the individual government funds or the overall financial position of the District.

**NOTE 12**      **JOINT VENTURES**

Not reflected in the accompanying financial statements is the District's participation in the East Central Board of Cooperative Educational Services (BOCES). The BOCES is an organization that provides member districts educational services at a shared lower cost per District.

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
June 30, 2022

**NOTE 12**    **JOINT VENTURES (Continued)**

The District has one member on the Board. The Board has final authority for all budgeting and financing of the joint venture. The District's share of the joint venture is not determinable at June 30, 2022. The joint venture summary audited financial information as of June 30, 2021 is as follows:

Assets and Deferred Outflows	<u>6,186,251</u>
Liabilities and Deferred Inflows	12,809,175
Net Position	<u>(6,622,924)</u>
	<u>6,186,251</u>
Revenues	10,734,833
Expenses	<u>7,611,365</u>
Changes in Net Position	<u>3,123,468</u>

The BOCES is not included as a component unit of the District as the financial responsibility is minimal, there is no financial interdependency, the District does not have the ability to significantly influence the operations of the BOCES and the District is not accountable for fiscal matters of the BOCES. The BOCES is audited annually and files a report with the Colorado State Auditor's Office.

**NOTE 13**    **LONG-TERM DEBT**

The following is a summary of the transactions in the school district's long-term debt:

	<u>Balance</u> <u>July 1, 2021</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance</u> <u>June 30, 2022</u>	<u>Current</u> <u>Portion</u>
2012 G.O. Bonds	3,895,000	-	740,000	3,155,000	760,000
2021 G.O. Bonds	19,800,000	-	-	19,800,000	-
Deferred Refunding	<u>(150,570)</u>	<u>-</u>	<u>(30,114)</u>	<u>(120,456)</u>	<u>(30,114)</u>
	<u>23,544,430</u>	<u>-</u>	<u>709,886</u>	<u>22,834,544</u>	<u>729,886</u>

STRASBURG SCHOOL DISTRICT 31J  
NOTES TO BASIC FINANCIAL STATEMENTS  
June 30, 2022

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**NOTE 13**      **LONG-TERM DEBT (Continued)**

**General Obligation Refunding Series 2012**

The District issued General Obligation Refunding Bonds, Series 2012, to advance refund the outstanding General Obligation Bonds, Series 2006. Payments on the 2012 series are payable semi-annually with interest ranging from 2% to 3%. The 2006 Series is considered to be defeased and the liability for the issue has been removed from the financial statements.

Below is a schedule of debt service requirements to maturity:

**2012 Refunding Issue**

<u>Year</u>	<u>Principal</u>	<u>Interest</u>
2023	760,000	77,475
2024	775,000	58,288
2025	800,000	36,600
2026	820,000	12,300
<b>Total</b>	<b>3,155,000</b>	<b>184,663</b>

**General Obligation Bonds Series 2021**

On January 13, 2021, the District issued \$19,800,000 in General Obligation Bonds for the purpose of making capital improvements to the District. Principal payments will be due on December 1 each year beginning December 1, 2026. Interest payments are payable semi-annually beginning June 1, 2021 with rates of 4 and 5%

Below is a schedule of debt service requirements to maturity:

<u>Year</u>	<u>Principal</u>	<u>Interest</u>
2023	-	860,800
2024	-	860,800
2025	-	860,800
2026	-	860,800
2027	620,000	845,300
Thereafter	19,180,000	8,538,800
	<b>19,800,000</b>	<b>12,827,300</b>

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**June 30, 2022**

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**NOTE 14**    **INTERFUND BALANCES**

**Interfund Balances**

	<b><u>Due To</u></b> <b><u>Other Funds</u></b>	<b><u>Due From</u></b> <b><u>Other Funds</u></b>
<b><u>Major Governmental Funds</u></b>		
General Fund	449	-
Building Fund	-	-
Bond Fund	-	-
<b><u>Non Major Governmental Funds</u></b>		
Food Service	<u>-</u>	<u>449</u>
Capital Reserve Capital Projects	<u>449</u>	<u>449</u>

These interfund balances occurred due to expenditures paid on behalf of another fund.

Interfund balances are expected to be paid within one year from the date of the financial statements.

**NOTE 15**    **ACCRUED SALARIES AND BENEFITS**

Salaries and retirement benefits of certain contractually employed personnel are paid over a twelve month period from September to August, but are earned during a school year of approximately nine to ten months. The salaries and benefits earned, but unpaid, as of June 30, 2022, are estimated to be \$852,981 and will be paid during the 2022-2023 fiscal year. Accordingly, the accrued compensation is reflected as a liability in the accompanying financial statements.

**NOTE 16**    **INVENTORIES**

Food Service Fund inventories at June 30, 2022, consisted of USDA, purchased food, and non-food amounting to \$14,891. Purchased inventories are stated at cost. Donated inventories, received at no cost under a program supported by the United States Government, are recorded at their estimated fair market value at the date of receipt.

**NOTE 17**    **COMPLIANCE WITH BUDGET LAWS**

The following condition was noted and may be a violation of Colorado law:

Expenditures in the Pupil Activity Fund exceeded budgeted amounts by \$46,180.

Expenditures in the Food Service Fund exceeded budgeted amounts by \$3,555.

Expenditures in the Bond Fund exceeded budgeted amounts by \$389,298.

## **REQUIRED SUPPLEMENTARY INFORMATION**

## **BUDGETARY COMPARISONS**

### **General Fund**

The General Fund accounts for all transactions of the District not accounted for in other funds. This fund represents an accounting for the District's ordinary operations financed from property taxes and other general revenues. It is the most significant fund in relation to the District's overall operations.

## **PENSION AND OPEB TREND DATA**

STRASBURG SCHOOL DISTRICT 31J  
GENERAL FUND  
SCHEDULE OF REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE  
BUDGET (GAAP BASIS) AND ACTUAL  
For the Year Ended June 30, 2022

	<u>Budgeted Amounts</u>		<u>Actual</u>	Variance with Final Budget- Favorable (Unfavorable)
	<u>Original</u>	<u>Final</u>		
<b><u>REVENUES</u></b>				
<b><u>Local Sources</u></b>				
Property Taxes	3,872,385	3,486,187	3,500,784	14,597
Specific Ownership Taxes	-	158,528	257,772	99,244
Earnings on Investments	-	3,000	7,671	4,671
Tuition	-	231,387	262,306	30,919
Other	-	242,383	303,355	60,972
<b><u>State Sources</u></b>				
Equalization	6,848,984	6,818,440	6,915,831	97,391
Transportation	-	70,000	85,096	15,096
Small Rural Funding	-	179,634	179,634	-
ECEA	-	166,603	205,907	39,304
Other	-	118,482	292,376	173,894
<b><u>Federal Sources</u></b>				
Other	320,794	402,370	343,906	(58,464)
<b><u>TOTAL REVENUES</u></b>	<b><u>11,042,163</u></b>	<b><u>11,877,014</u></b>	<b><u>12,354,638</u></b>	<b><u>477,624</u></b>
<b><u>EXPENDITURES</u></b>				
<b><u>INSTRUCTION</u></b>				
<b><u>Regular Programs</u></b>				
Salaries	3,947,492	4,280,497	4,293,602	(13,105)
Employee Benefits	1,362,400	1,476,253	1,414,097	62,156
Purchased Services – Professional	-	54,500	67,036	(12,536)
Purchased Services - Property	-	48,000	47,266	734
Purchased Services – Other	555,700	505,700	314,935	190,765
Supplies and Materials	347,318	360,767	358,761	2,006
Property	129,240	209,033	134,274	74,759
Other Objects	-	-	7,514	(7,514)
<b><u>Total Instruction</u></b>	<b><u>6,342,150</u></b>	<b><u>6,934,750</u></b>	<b><u>6,637,485</u></b>	<b><u>297,265</u></b>

The accompanying notes are an integral part of these financial statements.



**STRASBURG SCHOOL DISTRICT 31J**  
**GENERAL FUND**  
**SCHEDULE OF REVENUES, EXPENDITURES AND**  
**CHANGES IN FUND BALANCE**  
**BUDGET (GAAP BASIS) AND ACTUAL**  
**For the Year Ended June 30, 2022**

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance with Final Budget- Favorable (Unfavorable)</u>
	<u>Original</u>	<u>Final</u>		
<b><u>SUPPORTING SERVICES</u></b>				
<b><u>Student Supporting Services</u></b>				
Salaries	347,273	371,196	371,842	(646)
Employee Benefits	120,386	127,621	131,572	(3,951)
Purchased Services - Professional	-	61,509	47,280	14,229
Purchased Services - Property	-	-	-	-
Purchased Services - Other	395,898	222,680	221,561	1,119
Supplies and Materials	3,250	3,250	2,768	482
Property	-	-	-	-
Other Objects	-	-	-	-
<b><u>Total Student Services</u></b>	<b><u>866,807</u></b>	<b><u>786,256</u></b>	<b><u>775,023</u></b>	<b><u>11,233</u></b>
<b><u>Instructional Staff</u></b>				
Salaries	95,586	105,633	108,309	(2,676)
Employee Benefits	35,032	38,059	39,088	(1,029)
Purchased Services - Professional	-	-	-	-
Purchased Services - Property	-	-	-	-
Purchased Services - Other	7,000	7,000	16,095	(9,095)
Supplies and Materials	12,150	23,650	20,525	3,125
Property	-	-	-	-
Other Objects	-	-	-	-
<b><u>Total Instructional Staff</u></b>	<b><u>149,768</u></b>	<b><u>174,342</u></b>	<b><u>184,017</u></b>	<b><u>(9,675)</u></b>
<b><u>General Administration</u></b>				
Salaries	180,953	195,699	213,895	(18,196)
Employee Benefits	54,368	57,707	63,282	(5,575)
Purchased Services – Professional	-	81,250	78,809	2,441
Purchased Services – Property	-	5,300	4,801	499
Purchased Services – Other	69,550	8,000	9,576	(1,576)
Supplies and Materials	5,400	5,400	7,371	(1,971)
Property	1,000	1,000	-	1,000
Other Objects	16,500	16,500	17,795	(1,295)
<b><u>Total General Administration</u></b>	<b><u>327,771</u></b>	<b><u>370,856</u></b>	<b><u>395,529</u></b>	<b><u>(24,673)</u></b>

The accompanying notes are an integral part of these financial statements.

**STRASBURG SCHOOL DISTRICT 31J**  
**GENERAL FUND**  
**SCHEDULE OF REVENUES, EXPENDITURES AND**  
**CHANGES IN FUND BALANCE**  
**BUDGET (GAAP BASIS) AND ACTUAL**  
**For the Year Ended June 30, 2022**

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance with Final Budget- Favorable (Unfavorable)</u>
	<u>Original</u>	<u>Final</u>		
<b><u>School Administration</u></b>				
<b><u>Office of the Principal</u></b>				
Salaries	553,664	602,103	541,473	60,630
Employee Benefits	155,983	169,910	158,531	11,379
Purchased Services – Professional	-	-	-	-
Purchased Services – Property	-	30,000	19,608	10,392
Purchased Services – Other	31,500	1,500	4,274	(2,774)
Supplies and Materials	27,700	27,700	26,665	1,035
Property	-	-	-	-
Other Objects	3,200	3,200	2,079	1,121
<b><u>Total School Administration</u></b>	<b><u>772,047</u></b>	<b><u>834,413</u></b>	<b><u>752,630</u></b>	<b><u>81,783</u></b>
<b><u>Business Services</u></b>				
Salaries	102,465	127,188	127,715	(527)
Employee Benefits	22,529	30,513	33,217	(2,704)
Purchased Services – Professional	-	40,000	24,113	15,887
Purchased Services - Property	-	-	-	-
Purchased Services - Other	43,000	3,000	1,490	1,510
Supplies and Materials	92,243	101,132	2,882	98,250
Property	-	-	-	-
Other Objects	3,000	3,000	881	2,119
<b><u>Total Business Services</u></b>	<b><u>263,237</u></b>	<b><u>304,833</u></b>	<b><u>190,298</u></b>	<b><u>114,535</u></b>
<b><u>Operations and Maintenance</u></b>				
Salaries	519,950	633,198	552,800	80,398
Employee Benefits	208,386	253,158	202,015	51,143
Purchased Services – Professional	-	-	-	-
Purchased Services - Property	-	213,500	248,385	(34,885)
Purchased Services - Other	248,500	35,000	55,708	(20,708)
Supplies and Materials	405,700	405,700	434,175	(28,475)
Property	4,000	4,000	6,287	(2,287)
Other Objects	-	-	-	-
<b><u>Total Operations and Maintenance</u></b>	<b><u>1,386,536</u></b>	<b><u>1,544,556</u></b>	<b><u>1,499,370</u></b>	<b><u>45,186</u></b>

The accompanying notes are an integral part of these financial statements.

**STRASBURG SCHOOL DISTRICT 31J**  
**GENERAL FUND**  
**SCHEDULE OF REVENUES, EXPENDITURES AND**  
**CHANGES IN FUND BALANCE**  
**BUDGET (GAAP BASIS) AND ACTUAL**  
**For the Year Ended June 30, 2022**

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance with Final Budget- Favorable (Unfavorable)</u>
	<u>Original</u>	<u>Final</u>		
<b><u>Student Transportation</u></b>				
Salaries	204,899	209,668	237,434	(27,766)
Employee Benefits	52,307	53,387	66,417	(13,030)
Purchased Services-Professional	-	1,100	306	794
Purchased Services – Property	-	64,400	47,442	16,958
Purchased Services – Other	67,500	2,000	3,689	(1,689)
Supplies and Materials	37,000	37,000	56,825	(19,825)
Property	-	-	-	-
Other Objects	-	-	-	-
<b><u>Total Student Transportation</u></b>	<b><u>361,706</u></b>	<b><u>367,555</u></b>	<b><u>412,113</u></b>	<b><u>(44,558)</u></b>
<b><u>Central Support</u></b>				
Salaries	111,424	120,376	124,665	(4,289)
Employee Benefits	38,620	40,646	46,744	(6,098)
Purchased Services- Professional	-	5,000	16,772	(11,772)
Purchased Services – Property	-	-	-	-
Purchased Services – Other	227,000	222,000	231,678	(9,678)
Supplies and Materials	103,000	103,000	81,962	21,038
Property	-	-	25,146	(25,146)
Other Objects	-	-	125	(125)
<b><u>Total Central Support</u></b>	<b><u>480,044</u></b>	<b><u>491,022</u></b>	<b><u>527,092</u></b>	<b><u>(36,070)</u></b>
<b><u>Other Support</u></b>				
Salaries	21,500	22,750	23,567	(817)
Employee Benefits	5,397	5,681	4,834	847
Purchased Services – Professional	-	-	-	-
Purchased Services – Property	-	-	-	-
Purchased Services – Other	-	-	-	-
Supplies and Materials	-	-	-	-
Property	-	-	-	-
Other Objects	-	-	-	-
<b><u>Total Other Support</u></b>	<b><u>26,897</u></b>	<b><u>28,431</u></b>	<b><u>28,401</u></b>	<b><u>30</u></b>
<b><u>Total Supporting Services</u></b>	<b><u>4,634,813</u></b>	<b><u>4,902,264</u></b>	<b><u>4,764,473</u></b>	<b><u>137,791</u></b>
<b><u>Appropriated Reserves</u></b>	<b><u>3,130,125</u></b>	<b><u>3,329,791</u></b>	<b><u>-</u></b>	<b><u>3,329,791</u></b>
<b><u>TOTAL EXPENDITURES</u></b>	<b><u>14,107,088</u></b>	<b><u>15,166,805</u></b>	<b><u>11,401,958</u></b>	<b><u>3,764,847</u></b>

The accompanying notes are an integral part of these financial statements.

STRASBURG SCHOOL DISTRICT 31J  
GENERAL FUND  
SCHEDULE OF REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE  
BUDGET (GAAP BASIS) AND ACTUAL  
For the Year Ended June 30, 2022

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance with Final Budget- Favorable (Unfavorable)</u>
	<u>Original</u>	<u>Final</u>		
<u>REVENUES OVER (UNDER) EXPENDITURES</u>	<u>(3,064,925)</u>	<u>(3,289,791)</u>	<u>952,680</u>	
<u>OTHER FINANCING SOURCES (USES)</u>				
Transfers	<u>(65,000)</u>	<u>(40,000)</u>	<u>-</u>	<u>40,000</u>
<u>Total Other Financing Sources (Uses)</u>	<u>(65,000)</u>	<u>(40,000)</u>	<u>-</u>	<u>40,000</u>
<u>REVENUES OVER (UNDER) EXPENDITURES AND OTHER SOURCES (USES)</u>	<u>(3,129,925)</u>	<u>(3,329,791)</u>	<u>952,680</u>	
<u>FUND BALANCE, July 1</u>	<u>3,129,925</u>	<u>3,329,791</u>	<u>5,029,978</u>	
<u>FUND BALANCE, June 30</u>	<u>-</u>	<u>-</u>	<u>5,982,658</u>	

The accompanying notes are an integral part of these financial statements.

**STRASBURG SCHOOL DISTRICT 31J**  
**SCHEDULE OF PROPORTIONATE SHARE OF NET PENSION LIABILITY**  
**For The Last 10 Fiscal Years (As Available)**

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>
District's proportion of the net pension liability (asset)	0.0879%	0.0952%	0.0825%	0.0821%	0.0958%	0.0836%	0.0990%	0.1056%	0.1102%	-
District's proportionate share of the net pension liability (asset)	\$10,232,548	\$14,390,797	\$12,318,106	\$14,537,406	\$30,975,844	\$24,884,626	\$15,150,542	\$14,314,484	\$14,052,129	-
State's proportionate share of the net pension liability associated with the District**	\$1,173,031	-	\$1,562,390	\$1,987,783	-	-	-	-	-	-
District's covered payroll	\$6,180,720	\$4,781,541	\$4,843,726	\$4,513,454	\$4,418,500	\$4,477,714	\$4,426,714	\$4,424,541	\$4,441,295	-
District's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	166%	300%	254%	322%	701%	556%	342%	324%	316%	-
Plan fiduciary net position as a percentage of the total pension liability	75%	67%	65%	57%	44%	43%	59%	63%	64%	-

\*\*A direct distribution provision to allocate funds from the State of Colorado budget to Colorado PERA on an annual basis began in July 2018 based on Senate Bill 18-200.

**STRASBURG SCHOOL DISTRICT 31J**  
**SCHEDULE OF DISTRICT CONTRIBUTIONS - PENSION**  
**For The Last 10 Fiscal Years (As Available)**

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>
Contractually required contributions	\$ 1,228,727	\$ 1,029,541	\$ 982,899	\$ 880,188	\$ 836,192	\$ 809,220	\$ 791,419	\$ 749,264	\$ 707,299	-
Contributions in relation to the contractually required contributions	<u>\$ (1,228,727)</u>	<u>\$ (1,029,541)</u>	<u>\$ (982,899)</u>	<u>\$ (880,188)</u>	<u>\$ (836,192)</u>	<u>\$ (809,220)</u>	<u>\$ (791,419)</u>	<u>\$ (749,264)</u>	<u>\$ (707,299)</u>	-
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
District's covered payroll	\$6,180,720	\$5,178,778	\$5,067,324	\$4,601,035	\$4,435,220	\$4,399,925	\$4,462,335	\$4,438,370	\$4,426,180	-
Contributions as a percentage of covered payroll	19.88%	19.88%	19.40%	19.13%	18.85%	18.39%	17.74%	16.88%	15.98%	-

The accompanying notes are an integral part of these financial statements.



**STRASBURG SCHOOL DISTRICT 31J**  
**SCHEDULE OF PROPORTIONATE SHARE OF NET OPEB LIABILITY**  
**For The Last 10 Fiscal Years (As Available)**

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>
District's proportion of the net OPEB liability (asset)	0.057%	0.055%	0.0539%	0.0534%	0.0544%	-	-	-	-	-
District's proportionate share of the net OPEB liability (asset)	\$495,053	\$523,097	\$605,493	\$726,056	\$605,493	-	-	-	-	-
District's covered payroll	\$6,180,720	\$4,781,541	\$4,843,726	\$4,513,454	\$4,418,500	-	-	-	-	-
District's proportionate share of the net OPEB liability (asset) as a percentage of its covered payroll	8%	11%	13%	16%	14%	-	-	-	-	-
Plan fiduciary net position as a percentage of the total OPEB liability	39%	33%	24%	17%	18%	-	-	-	-	-

**STRASBURG SCHOOL DISTRICT 31J**  
**SCHEDULE OF DISTRICT CONTRIBUTIONS - OPEB**  
**For The Last 10 Fiscal Years (As Available)**

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>
Contractually required contributions	\$ 63,043	\$ 52,824	\$ 51,687	\$ 46,931	\$ 45,240	-	-	-	-	-
Contributions in relation to the contractually required contributions	<u>\$(63,043)</u>	<u>\$(52,824)</u>	<u>\$(51,687)</u>	<u>\$(46,931)</u>	<u>\$(45,240)</u>	-	-	-	-	-
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-	-	-	-	-
District's covered payroll	\$6,180,720	\$5,178,778	\$5,067,324	\$4,601,035	\$4,435,220	-	-	-	-	-
Contributions as a percentage of covered payroll	1.02%	1.02%	1.02%	1.02%	1.02%	-	-	-	-	-

The accompanying notes are an integral part of these financial statements.

**COMBINING AND INDIVIDUAL FUND STATEMENTS AND OTHER SCHEDULES**

## **Combining Balance Sheet – NonMajor Governmental Funds**

## **Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – NonMajor Governmental Funds**

### **NON MAJOR GOVERNMENTAL FUNDS**

#### **Special Revenue Funds**

**Special Revenue Funds** account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes.

**Capital Reserve Capital Projects Fund** – This fund is used to account for the acquisition of sites, buildings, equipment, and vehicles.

**Pupil Activities** - This fund accounts for financial transactions of all schools in the District through individual school activity accounts.

**Food Service Fund** – This fund accounts for all financial activities associated with the District's school breakfast and lunch programs.

### **MAJOR GOVERNMENTAL FUNDS**

#### **Building Fund**

**Building Fund** – This fund is used to account for all resources available for acquiring capital sites, buildings, and equipment as specified by the related bond issue.

#### **Bond Redemption Debt Service Fund**

**Bond Redemption Debt Service Fund** – Use to account for the accumulation of resources for, and the payment of, long-term general obligation debt principal, interest, and related costs.

STRASBURG SCHOOL DISTRICT 31J  
COMBINING BALANCE SHEET  
NONMAJOR GOVERNMENTAL FUNDS  
June 30, 2022

	Capital Reserve <u>Capital Projects</u>	Pupil <u>Activities</u>	Food <u>Service</u>	Total Non-Major Governmental <u>Funds</u>
<b><u>ASSETS</u></b>				
Cash and Equivalents	312,066	207,062	72,863	591,991
Accounts Receivable	-	-	-	-
Grants Receivable	-	-	30,642	30,642
Due From Other Funds	-	-	449	449
Property Taxes Receivable	-	-	-	-
Inventories	-	-	<u>14,891</u>	<u>14,891</u>
<u>Total Assets</u>	<u>312,066</u>	<u>207,062</u>	<u>118,845</u>	<u>637,973</u>
<b><u>LIABILITIES &amp; FUND BALANCES</u></b>				
<b>Liabilities</b>				
Accounts Payable	-	-	197	197
Accrued Salaries	-	-	37,638	37,638
Due To Other Funds	-	-	-	-
Unearned Revenue	-	-	<u>14,250</u>	<u>14,250</u>
<u>Total Liabilities</u>	-	-	<u>52,085</u>	<u>52,085</u>
<b>Deferred Inflow of Resources</b>				
Property Taxes	-	-	-	-
<b>Fund Balances</b>				
<b>Nonspendable</b>				
Inventories	-	-	14,891	14,891
<b>Restricted</b>				
Debt Service	-	-	-	-
Food Service	-	-	51,869	51,869
<b>Committed</b>				
Capital Outlay	312,066	-	-	312,066
<b>Assigned</b>				
Pupil Activities	-	207,062	-	207,062
Unassigned	-	-	-	-
<u>Total Fund Balances</u>	<u>312,066</u>	<u>207,062</u>	<u>66,760</u>	<u>585,888</u>
<b><u>TOTAL LIABILITIES, DEFERRED INFLOWS AND FUND BALANCES</u></b>	<u>312,066</u>	<u>207,062</u>	<u>118,845</u>	<u>637,973</u>

The accompanying notes are an integral part of these financial statements.

**STRASBURG SCHOOL DISTRICT 31J**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES AND**  
**CHANGES IN FUND BALANCES**  
**NONMAJOR GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

	<u>Capital Reserve Capital Projects</u>	<u>Pupil Activities</u>	<u>Food Service</u>	<u>Total Non-Major Governmental Funds</u>
<b><u>REVENUES</u></b>				
Earnings on Investments	292	-	19	311
Other Local Sources	14,074	255,420	38,899	308,393
State Aid	-	-	2,968	2,968
Federal Aid	-	-	567,035	567,035
<u>Total Revenues</u>	<u>14,366</u>	<u>255,420</u>	<u>608,921</u>	<u>878,707</u>
<b><u>EXPENDITURES</u></b>				
Supporting Services:				
Students	-	208,222	-	208,222
Food Service	-	-	579,591	579,591
<u>Total Expenditures</u>	<u>-</u>	<u>208,222</u>	<u>579,591</u>	<u>787,813</u>
<b><u>REVENUES OVER (UNDER)</u></b>				
<b><u>EXPENDITURES</u></b>	<u>14,366</u>	<u>47,198</u>	<u>29,330</u>	<u>90,894</u>
<b><u>OTHER FINANCING SOURCES</u></b>				
<b><u>(USES)</u></b>				
Transfers	-	-	-	-
<u>Total Other Financing Sources (Uses)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b><u>NET CHANGE IN FUND</u></b>				
<b><u>BALANCES</u></b>	<u>14,366</u>	<u>47,198</u>	<u>29,330</u>	<u>90,894</u>
<b><u>FUND BALANCES – Beginning</u></b>	<u>297,700</u>	<u>159,864</u>	<u>37,430</u>	<u>494,994</u>
<b><u>FUND BALANCES – Ending</u></b>	<u>312,066</u>	<u>207,062</u>	<u>66,760</u>	<u>585,888</u>

The accompanying notes are an integral part of these financial statements.



**STRASBURG SCHOOL DISTRICT 31J**  
**STATEMENT OF REVENUES, EXPENDITURES AND**  
**CHANGES IN FUND BALANCE – BUDGET AND ACTUAL**  
**CAPITAL RESERVE CAPITAL PROJECTS FUND**  
**For the Year Ended June 30, 2022**

	<u>Budget</u>	<u>Actual</u>	<u>Variance- Favorable (Unfavorable)</u>
<b><u>REVENUES</u></b>			
Earnings on Investments	-	292	292
Grant Revenue	-	-	-
Other Local	-	14,074	14,074
<u>Total Revenues</u>	<u>-</u>	<u>14,366</u>	<u>14,366</u>
<b><u>EXPENDITURES</u></b>			
Land and Land Sites	-	-	-
Building & Improvements	-	-	-
Equipment	-	-	-
Vehicles	-	-	-
Other	-	-	-
Debt Service:	-	-	-
Principal Retirement	-	-	-
Interest and Fiscal Charges	-	-	-
Contingency Reserves	312,088	-	312,088
<u>Total Expenditures</u>	<u>312,088</u>	<u>-</u>	<u>312,088</u>
<b><u>REVENUES OVER (UNDER) EXPENDITURES</u></b>	<b>(312,088)</b>	<b>14,366</b>	
<b><u>OTHER FINANCING SOURCES (USES)</u></b>			
Transfers	-	-	-
<u>Total Other Financing Sources (Uses)</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b><u>NET CHANGE IN FUND BALANCES</u></b>	<b>(312,088)</b>	<b>14,366</b>	
<b><u>FUND BALANCE, Beginning</u></b>	<b><u>312,088</u></b>	<b><u>297,700</u></b>	
<b><u>FUND BALANCE, Ending</u></b>	<b><u>-</u></b>	<b><u>312,066</u></b>	

The accompanying notes are an integral part of these financial statements.

STRASBURG SCHOOL DISTRICT 31J  
SCHEDULE OF REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCES – BUDGET AND ACTUAL  
PUPIL ACTIVITY – SPECIAL REVENUE FUND  
For the Year Ended June 30, 2022

	<u>Budget</u>	<u>Actual</u>	Variance- Favorable (Unfavorable)
<b><u>REVENUES</u></b>			
Local Sources	-	255,420	255,420
State Sources	-	-	-
Federal Sources	-	-	-
<u>Total Revenues</u>	<u>-</u>	<u>255,420</u>	<u>255,420</u>
<b><u>EXPENDITURES:</u></b>			
Students Activities	162,042	208,222	(46,180)
<u>Total Expenditures</u>	<u>162,042</u>	<u>208,222</u>	<u>(46,180)</u>
<b><u>REVENUES OVER (UNDER) EXPENDITURES</u></b>	<b><u>(162,042)</u></b>	<b><u>47,198</u></b>	
<b><u>OTHER FINANCING SOURCES (USES)</u></b>			
Transfers	-	-	-
<u>Total Other Financing Sources (Uses)</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b><u>REVENUES OVER (UNDER) EXPENDITURES AND OTHER FINANCING SOURCES (USES)</u></b>	<b><u>(162,042)</u></b>	<b><u>47,198</u></b>	
<b><u>FUND BALANCES, July 1</u></b>	<b><u>162,042</u></b>	<b><u>159,864</u></b>	
<b><u>FUND BALANCES, June 30</u></b>	<b><u>-</u></b>	<b><u>207,062</u></b>	

The accompanying notes are an integral part of these financial statements.

**STRASBURG SCHOOL DISTRICT 31J**  
**SCHEDULE OF REVENUES, EXPENDITURES AND**  
**CHANGES IN FUND BALANCE – BUDGET AND ACTUAL**  
**FOOD SERVICE – SPECIAL REVENUE FUND**  
**For the Year Ended June 30, 2022**

	<u>Budget</u>	<u>Actual</u>	<u>Variance- Favorable (Unfavorable)</u>
<b><u>REVENUES</u></b>			
<b><u>Local Sources</u></b>			
Food Sales	32,000	38,899	6,899
Earnings on Investments	36	19	(17)
Other	-	-	-
<b><u>State Sources</u></b>			
School Lunches	-	2,968	2,968
<b><u>Federal Sources</u></b>			
School Lunches	541,500	538,346	(3,154)
Commodities	2,500	28,689	26,189
<b><u>Total Revenues</u></b>	<u>576,036</u>	<u>608,921</u>	<u>32,885</u>
<b><u>EXPENDITURES</u></b>			
Salaries	222,296	208,770	13,526
Employee Benefits	55,320	51,331	3,989
Purchased Services – Professional	1,200	1,949	(749)
Purchased Services – Property	6,500	406	6,094
Purchased Services - Other	-	-	-
Supplies and Materials	290,720	317,135	(26,415)
Capital Outlay	-	-	-
Other	-	-	-
Commodities	-	-	-
<b><u>Total Expenditures</u></b>	<u>576,036</u>	<u>579,591</u>	<u>(3,555)</u>
<b><u>REVENUES OVER (UNDER) EXPENDITURES</u></b>	-	29,330	
<b><u>OTHER FINANCING SOURCES (USES)</u></b>			
Transfers	-	-	-
<b><u>REVENUES AND SOURCES OVER (UNDER) EXPENDITURES AND USES</u></b>	-	29,330	
<b><u>FUND BALANCE, Beginning</u></b>	-	37,430	
<b><u>FUND BALANCE, Ending</u></b>	-	66,760	

The accompanying notes are an integral part of these financial statements.

STRASBURG SCHOOL DISTRICT 31J  
STATEMENT OF REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL  
MAJOR BUILDING FUND  
For the Year Ended June 30, 2022

	<u>Budget</u>	<u>Actual</u>	<u>Variance- Favorable (Unfavorable)</u>
<b><u>REVENUES</u></b>			
Earnings on Investments	-	36,825	36,825
Other Local	-	-	-
Grant Revenue	-	<u>2,481,921</u>	<u>2,481,921</u>
<u>Total Revenues</u>	<u>-</u>	<u>2,518,746</u>	<u>2,518,746</u>
<b><u>EXPENDITURES</u></b>			
Land and Land Sites	-	-	-
Building & Improvements	31,744,958	19,600,111	12,144,847
Equipment	-	-	-
Vehicles	-	-	-
Other	-	-	-
Contingency Reserves	-	-	-
<u>Total Expenditures</u>	<u>31,744,958</u>	<u>19,600,111</u>	<u>12,144,847</u>
<b><u>REVENUES OVER (UNDER) EXPENDITURES</u></b>	<b>(31,744,958)</b>	<b>(17,081,365)</b>	
<b><u>OTHER FINANCING SOURCES (USES)</u></b>			
Transfers	-	-	-
Proceeds From Debt	-	-	-
Premium on Bonds	-	-	-
Issue Costs	-	-	-
<u>Total Other Financing Sources (Uses)</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b><u>NET CHANGE IN FUND BALANCES</u></b>	<b>(31,744,958)</b>	<b>(17,081,365)</b>	
<b><u>FUND BALANCE, July 1</u></b>	<b><u>31,744,958</u></b>	<b><u>24,024,824</u></b>	
<b><u>FUND BALANCE, June 30</u></b>	<b><u>-</u></b>	<b><u>6,943,459</u></b>	

The accompanying notes are an integral part of these financial statements.

STRASBURG SCHOOL DISTRICT 31J  
SCHEDULE OF REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCES – BUDGET AND ACTUAL  
BOND REDEMPTION FUND  
MAJOR DEBT SERVICE FUND  
For the Year Ended June 30, 2022

	<u>Budget</u>	<u>Actual</u>	<u>Variance - Favorable (Unfavorable)</u>
<b><u>REVENUES</u></b>			
Property Taxes	-	1,716,795	1,716,795
Earnings on Investments	-	24,093	24,093
Other Local	-	3,093	3,093
<u>Total Revenues</u>	-	<u>1,743,981</u>	<u>1,743,981</u>
<b><u>EXPENDITURES:</u></b>			
Debt Service:			
Principal Retirement	700,000	740,000	(40,000)
Interest and Fiscal Charges	115,225	957,025	(841,800)
Other	-	-	-
Contingency	<u>492,502</u>	-	<u>492,502</u>
<u>Total Expenditures</u>	<u>1,307,727</u>	<u>1,697,025</u>	<u>(389,298)</u>
<b><u>REVENUES OVER (UNDER) EXPENDITURES</u></b>	<b><u>(1,307,727)</u></b>	<b><u>46,956</u></b>	
<b><u>OTHER FINANCING SOURCES (USES)</u></b>			
Transfers	-	-	-
<u>Total Other Financing Sources (Uses)</u>	-	-	-
<b><u>NET CHANGE IN FUND BALANCES</u></b>	<b><u>(1,307,727)</u></b>	<b><u>46,956</u></b>	
<b><u>FUND BALANCES, July 1</u></b>	<b><u>1,307,727</u></b>	<b><u>2,248,483</u></b>	
<b><u>FUND BALANCES, June 30</u></b>	<b><u>-</u></b>	<b><u>2,295,439</u></b>	

The accompanying notes are an integral part of these financial statements.

**STATE REQUIRED SCHEDULES**

**Auditor's Integrity Report (Revenues, Expenditures, and Fund Balance by Fund)**

**Bolded Balance Sheet**





Colorado Department of Education  
Auditors Integrity Report  
District 0060 - Strasburg 31J  
Fiscal Year 2021-22  
Colorado School District/BOCES

Revenues, Expenditures, & Fund Balance by Fund

Fund Type & Number	Beginning Fund Balance & Prior Per Adj (6880*)	1000 - 5999 Total Revenues & Other Sources	1000 - 5999 Total Expenditures & Other Uses	5700-6799 & Prior Per Adj (6880*) Ending Fund Balance
<b>Governmental</b>				
10 General Fund	5,029,979	12,354,638	11,401,958	5,982,658
18 Risk Mgmt Sub-Fund of General Fund	0	0	0	0
19 Colorado Preschool Program Fund	0	0	0	0
<b>Sub-Total</b>	<b>5,029,979</b>	<b>12,354,638</b>	<b>11,401,958</b>	<b>5,982,658</b>
11 Charter School Fund	0	0	0	0
2028 29 Special Revenue Fund	0	0	0	0
06 Supplemental Cap Const, Tech, Main Fund	0	0	0	0
07 Total Program Reserve Fund	0	0	0	0
21 Food Service Spec Revenue Fund	37,429	608,921	579,590	66,760
22 Govt Designated Purpose Grants Fund	0	0	0	0
23 Pupil Activity Special Revenue Fund	159,864	235,420	208,221	207,062
25 Transportation Fund	0	0	0	0
31 Bond Redemption Fund	2,248,483	1,743,581	1,697,035	2,295,439
39 Certificate of Participation (COP) Debt Service Fund	0	0	0	0
41 Building Fund	24,024,613	2,518,746	19,600,110	6,943,459
42 Special Building Fund	0	0	0	0
43 Capital Reserve Capital Projects Fund	297,700	14,365	0	312,066
48 Supplemental Cap Const, Tech, Main Fund	0	0	0	0
<b>Totals</b>	<b>31,595,575</b>	<b>17,896,877</b>	<b>16,406,545</b>	<b>15,007,444</b>
<b>Proprietary</b>				
50 Other Enterprise Funds	0	0	0	0
64 (63) Risk-Related Activity Fund	0	0	0	0
<b>5065-69 Other Internal Service Funds</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Fiduciary</b>				
70 Other Trust and Agency Funds	0	0	0	0
72 Private Purpose Trust Fund	0	0	0	0
73 Agency Fund	0	0	0	0
74 Pupil Activity Agency Fund	0	0	0	0
79 GASB 34 Permanent Fund	0	0	0	0
85 Foundations	0	0	0	0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>FINAL</b>				<b>0</b>



**Colorado Department of Education**

**Bolded Balance Sheet Report**

District: 0060 - Strasburg 31J

Fiscal Year 2021-22

Colorado School District/BOCES

Page: 1

ASSETS	Governmental							Proprietary					Fiduciary			Totals
	General Funds 10,12-18	Charter School Fund 11	Preschool Fund 19	Special Revenue Funds 20, 22-29	Supplemental Cap Const Fund 06	Total Program Reserve Fund 07	Food Service Revenue Fund 21	Debt Service Funds 30-39	Capital Projects Funds 40-45, 47-49	Supplemental Cap Const Fund 46	Other Enterprise Funds 50, 52-59	Risk-Related Activity Funds 63-64	Other Internal Service Funds 60	Trust & Agency Funds 70-79	Foundations Fund 85	
Cash and Investments (8100-8104,8111)	6,665,148	0	0	207,062	0	0	72,863	2,234,620	9,606,261	0	0	0	0	0	0	18,785,954
Cash with Fiscal Agent (8105)	120,788	0	0	0	0	0	0	46,219	0	0	0	0	0	0	0	167,007
Taxes Receivable (8121,8122)	154,200	0	0	0	0	0	0	70,500	0	0	0	0	0	0	0	224,700
Interfund Loans Receivable (8131,8132)	0	0	0	0	0	0	449	0	0	0	0	0	0	0	0	449
Intergovernmental Accounts Rec (8141)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grants Accounts Receivable (8142)	53,573	0	0	0	0	0	30,541	0	1,444,680	0	0	0	0	0	0	1,528,895
Other Receivables (8151-8154,8161)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inventories (8171,8172,8173)	0	0	0	0	0	0	14,891	0	0	0	0	0	0	0	0	14,891
Prepaid Expenses 8181,8182)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Machinery and Equipment (8241,8242,8251)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Assets	6,991,709	0	0	207,062	0	0	118,845	2,351,339	11,050,941	0	0	0	0	0	0	20,721,896

	Governmental							Proprietary				Fiduciary			
	General Funds 10-12-18	Charter School Fund 11	Preschool Fund 19	Special Revenue Funds 20-22-29	Supplemental Cap Const Fund 06	Total Program Reserve Fund 07	Food Service Special Revenue Fund 21	Debt Service Funds 30-39	Capital Projects Funds 40-45-47-49	Supplemental Cap Const Fund 46	Other Enterprise Funds 50-52-59	Risk-Related Activity Funds 63-64	Other Internal Service Funds 60-70-79	Trust & Agency Funds 70-79	Foundations Fund 85
<b>LIABILITIES &amp; FUND EQUITY</b>															
<b>LIABILITIES</b>															
InterFund Payables (7401-7402)	449	0	0	0	0	0	0	0	0	0	0	0	0	0	449
Other Payables (7421-7423)	43,426	0	0	0	0	0	0	0	3,020,793	0	0	0	0	0	3,064,219
Contracts Payable (7431-7433)	0	0	0	0	0	0	0	0	774,622	0	0	0	0	0	774,622
Accrued Expenses (7461)	815,344	0	0	0	0	0	37,638	0	0	0	0	0	0	0	852,982
Payroll Ded. and Withholdings (7471-7473)	0	0	0	0	0	0	197	0	0	0	0	0	0	0	197
Unearned Revenue (7481)	0	0	0	0	0	0	14,250	0	0	0	0	0	0	0	14,250
Grants Deferred Revenue (7482)	26,732	0	0	0	0	0	0	0	0	0	0	0	0	0	26,732
Deferred Inflow (7800)	125,100	0	0	0	0	0	0	55,900	0	0	0	0	0	0	181,000
<b>Total Liabilities</b>	<b>1,011,051</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>52,085</b>	<b>55,900</b>	<b>3,795,416</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,914,452</b>



Governmental

Proprietary

Fiduciary

FUND EQUITY

	General Funds 10,12-18	Charter School Fund 11	Preschool Fund 19	Special Revenue Funds 20, 22-29	Supplemental Cap Const Fund 06	Total Program Reserve Fund 07	Food Service Special Revenue Fund 21	Debt Service Funds 30-39	Capital Projects Funds 40-45, 47-49	Supplemental Cap Const Fund 46	Other Enterprise Funds 50, 52-59	Risk-Related Activity Funds 63-64	Other Internal Service Funds 60	Trust & Agency Funds 70-79	Foundations Fund 85	Totals
Non-spendable Fund Balance 6710	0	0	0	0	0	0	14,891	0	0	0	0	0	0	0	0	14,891
Restricted Fund Balance 6720	0	0	0	0	0	0	51,869	2,295,439	6,943,459	0	0	0	0	0	0	9,290,767
TABOR 3% Emergency Reserve 6721	498,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	498,000
TABOR Multi-Year 6722	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
District Emergency Reserve (letter of credit or real estate) 6723	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colorado Preschool Program (CPP) Reserve 6724	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full-Day Kindergarten Reserve 6725	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Risk-Related / Restricted Capital Reserve 6726	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BEST Capital Reserve 6727	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Program Reserve 6728	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Committed Fund Balance 6750	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assigned Fund Balance 6760	0	0	0	207,062	0	0	0	0	312,066	0	0	0	0	0	0	519,128
Unassigned Fund Balance 6770	5,484,658	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5,484,658
Invested in Capital Assets, Net of Related Debt 6790	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Restricted Net Assets 6791	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unrestricted Net Assets 6792	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior Period Adjustment 6880	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Fund Equity</b>	<b>5,982,658</b>	<b>0</b>	<b>0</b>	<b>207,062</b>	<b>0</b>	<b>0</b>	<b>56,760</b>	<b>2,295,439</b>	<b>7,255,525</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15,807,444</b>

	General Funds 10,12-18	Charter School Fund 11	Preschool Fund 19	Special Revenue Funds 20, 22-29	Supplemental Cap Const Fund 06	Total Program Reserve Fund 07	Food Service Special Revenue Fund 21	Debt Service Funds 30-39	Capital Projects Funds 40-45, 47-49	Supplemental Cap Const Fund 46	Other Enterprise Funds 50, 52-59	Risk-Related Activity Funds 63-64	Other Internal Service Funds 60	Trust & Agency Funds 70-79	Foundations Fund 85	Totals
<b>Total Liabilities &amp; Fund Equity</b>	<b>6,993,708</b>	<b>0</b>	<b>0</b>	<b>207,062</b>	<b>0</b>	<b>0</b>	<b>118,845</b>	<b>2,351,339</b>	<b>11,050,941</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20,721,896</b>

	General Funds 10,12-18	Charter School Fund 11	Preschool Fund 19	Special Revenue Funds 20, 22-29	Supplemental Cap Const Fund 06	Total Program Reserve Fund 07	Food Service Special Revenue Fund 21	Debt Service Funds 30-39	Capital Projects Funds 40-45, 47-49	Supplemental Cap Const Fund 46	Other Enterprise Funds 50, 52-59	Risk-Related Activity Funds 63-64	Other Internal Service Funds 60	Trust & Agency Funds 70-79	Foundations Fund 85
<b>Do Assets=Liability+Fund Equity</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

**SINGLE AUDIT SECTION**

164 E. MAIN  
TRINIDAD, COLORADO 81082  
(719) 846-9241 FAX (719) 846-3352

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL  
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER  
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

**Board of Education  
Strasburg School District 31J  
Strasburg, Colorado 80136**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Strasburg School District 31J as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Strasburg School District 31J's basic financial statements, and have issued our report thereon dated November 22, 2022.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Strasburg School District 31J's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Strasburg School District 31J's internal control. Accordingly, we do not express an opinion on the effectiveness of the Strasburg School District 31J's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



## Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Strasburg School District 31J's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Dixon, Waller & Co., Inc.*

November 22, 2021

164 E. MAIN  
TRINIDAD, COLORADO 81082  
(719) 846-9241 FAX (719) 846-3352

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE  
FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL  
OVER COMPLIANCE REQUIRED BY UNIFORM GUIDANCE**

**Board of Education  
Strasburg School District 31J  
Strasburg, Colorado 80136**

**Report on Compliance for Each Major Federal Program**

***Opinion on Each Major Federal Program***

We have audited Strasburg School District 31J's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Strasburg School District 31J's major federal programs for the year ended June 30, 2022. Strasburg School District 31J's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Strasburg School District 31J complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Strasburg School District 31J and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Strasburg School District 31J's compliance with the compliance requirements referred to above.

## **Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Strasburg School District 31J's federal programs.

## **Auditor's Responsibilities for the Audit of Compliance**

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Strasburg School District 31J's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Strasburg School District 31J's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Strasburg School District 31J's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Strasburg School Districts 31J's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Strasburg School District 31J's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

## **Report on Internal Control Over Compliance**

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Bigon, Waller & Co., Inc.*

November 22, 2021

**STRASBURG SCHOOL DISTRICT 31J**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**For the Year Ended June 30, 2022**

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**SECTION I - SUMMARY OF AUDITOR'S RESULTS:**

**FINANCIAL STATEMENTS**

**Auditor's Report**

An unmodified report has been issued on the financial statements of Strasburg School District 31J.

**Internal Control Over Financial Reporting**

No significant deficiencies or material weaknesses were identified.

**Noncompliance Material to Financial Statements**

No instances of noncompliance in amounts material to the financial statements of Strasburg School District 31J were disclosed by the audit.

**FEDERAL AWARDS**

**Internal Control Over Major Programs**

No significant deficiencies or material weaknesses were identified.

**Auditor's Report on Compliance for Major Programs**

An unmodified report has been issued on Strasburg School District 31J compliance for major programs.

**Audit Findings**

No findings requiring disclosure in accordance with 2 CFR Section 200.516(a) were disclosed by the audit.

**Major Programs**

Child Nutrition Cluster

**Dollar Threshold to Distinguish Type A and Type B Programs**

\$750,000.

**Qualification as low-risk auditee**

The District does not qualify as a low-risk auditee for fiscal year 2021/2022.

**STRASBURG SCHOOL DISTRICT 31J**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**For the Year Ended June 30, 2022**

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(Continued)

**SECTION II – FINANCIAL STATEMENT FINDINGS**

None

**SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

None

**STRASBURG SCHOOL DISTRICT 31J**  
**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**  
**For the Year Ended June 30, 2022**

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None



# STRASBURG SCHOOL DISTRICT 31J

## Schedule of Expenditures of Federal Awards

For the Year Ended June 30, 2022

<i>Federal Grantor/Program or Cluster Title</i>	<i>Federal CFDA Number</i>	<i>Pass-through Grantor and Number</i>	<i>State Code</i>	<i>Federal Expenditures</i>
<b><u>CCDF Cluster-Cluster</u></b>				
<b><u>Department of Health and Human Services</u></b>				
Child Care and Development Block Grant				
Child Care and Development Block Grant	93.575	Colorado Department of Human Services	7575	9,253
<b><u>Total Child Care and Development Block Grant</u></b>				9,253
<b><u>Total Department of Health and Human Services</u></b>				9,253
<b><u>Total CCDF Cluster-Cluster</u></b>				9,253
<b><u>Child Nutrition Cluster-Cluster</u></b>				
United States Department of Agriculture				
School Breakfast Program	10.553	Colorado Department of Education	5553	76,348
<b><u>Total School Breakfast Program</u></b>				76,348
National School Lunch Program	10.555	Colorado Department of Human Services	5555	28,689
National School Lunch Program	10.555	Colorado Department of Education	5555	437,871
National School Lunch Program	10.555	Colorado Department of Education	6555	22,372
<b><u>Total National School Lunch Program</u></b>				488,932
Special Milk Program for Children	10.556	Colorado Department of Education	4556	1,141
<b><u>Total Special Milk Program for Children</u></b>				1,141
<b><u>Total United States Department of Agriculture</u></b>				566,421
<b><u>Total Child Nutrition Cluster-Cluster</u></b>				566,421
<b><u>Other Programs</u></b>				
Department of Education				
Education Stabilization Fund Under The Coronavirus Aid, Relief, And Economic Security Act	84.425D	Colorado Department of Education	4420	100,668
Education Stabilization Fund Under The Coronavirus Aid, Relief, And Economic Security Act	84.425D	Colorado Department of Education	4425	11,010
Education Stabilization Fund Under The Coronavirus Aid, Relief, And Economic Security Act	84.425U	Colorado Department of Education	4414	122,636
Education Stabilization Fund Under The Coronavirus Aid, Relief, And Economic Security Act	84.425U	Colorado Department of Education	9414	47,179
<b><u>Total Education Stabilization Fund Under The Coronavirus Aid, Relief, And Economic Security Act</u></b>				281,493
<b><u>Total Department of Education</u></b>				281,493
National Endowment for the Humanities				
Grants to States	45.310	Colorado Department of Education	7310	6,500
<b><u>Total Grants to States</u></b>				6,500
<b><u>Total National Endowment for the Humanities</u></b>				6,500
United States Department of Agriculture				
Pandemic EBT Administrative Costs	10.649	Colorado Department of Education	4649	614
<b><u>Total Pandemic EBT Administrative Costs</u></b>				614
<b><u>Total United States Department of Agriculture</u></b>				614
<b><u>Total Other Programs</u></b>				288,607
<b><u>Total Expenditures of Federal Awards</u></b>				\$ 864,281

**STRASBURG SCHOOL DISTRICT 31J**  
**NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**For the Year Ended June 30, 2022**

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**NOTE 1**    **Basis of Presentation**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Strasburg School District 31J and is presented on the modified accrual basis of accounting. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the general purpose financial statements.

**NOTE 2**    **INDIRECT COST RATES**

All grants being charged indirect cost have been received through the Colorado Department of Education. The Department calculates an allowable indirect cost rate for individual sub-recipients and mandates that the rate be used as the maximum for the recovery of indirect cost. The District has recovered indirect cost from grant funds at an amount no greater than that allowed by the Colorado Department of Education and has not elected to use the 10% de minimis indirect cost rate allowed by Uniform Guidance.

**NOTE 3**    **Food Distribution**

Non-monetary assistance is reported in the schedule at the fair market value of commodities received.

**NOTE 4**    **SUBRECIPIENT PAYMENTS**

No amounts of federal financial assistance were passed through to subrecipients in the year ended June 30, 2022.



# Strasburg School District 31J

Policy:	File:
Agenda	BEDB
Adopted:	Revision:
December 2022	

To expedite the Board's proceedings and provide a framework for the orderly conduct of business, the superintendent in cooperation with the Board president shall prepare an agenda outlining the matters to be brought to Board attention at meetings.

The Board shall follow the order of business set by the agenda unless the order is altered or new items are added in accordance with this policy. At regular and special meetings, the Board may add to or take action on matters not appearing on the posted agenda if the item is reasonably related to the subject matter on the posted agenda or if an emergency exists. Amending the agenda of a regular meeting requires a majority vote of Board members present. All Board members must be present and cast a unanimous vote to amend the agenda of a special meeting.

## Consent Grouping

A consent grouping on the agenda shall be used for those items which usually do not require discussion or explanation as to the reason for Board action. Any Board member may request the withdrawal of any item under the consent grouping for independent consideration.

LEGAL REFS.: C.R.S. [22-32-108](#) (4) (board meetings)

C.R.S. [22-32-108](#) (7)(a) (a board member who participates electronically in conformance with the board's policy on electronic meeting participation is considered "present")

C.R.S. [24-6-402](#) (2)(c) (notice of meeting "shall include specific agenda information where possible")

CROSS REFS.: [BEAA\\*](#), Electronic Participation in School Board Meetings

[BEDA](#), Notification of School Board Meetings

[BEDH](#), Public Participation at School Board Meetings



# Strasburg School District 31J

Policy:	File:
Innovation in Education	ADE
Adopted:	Revision:
December 2022	

The Board commits to focus its attention and energy on the quality of education provided in the school district. The Board also believes in and supports student learning through a menu of educational options that meet the needs of all students. These two priorities set the context for the Board's comprehensive plan to improve student achievement for all district students.

One way the Board may improve student achievement and also provide a broader range of educational options is by encouraging its schools to seek designation as an "innovation school" or "innovation school zone." In accordance with state law, the Board may delegate to its schools a high degree of autonomy in implementing curriculum, making personnel decisions, organizing the school day, determining the most effective use of resources, and generally organizing the delivery of high-quality educational services. That autonomy is reflected in the Board's designation of a school as an "innovation school." A group of schools within the district that share common interests, such as geographical location or educational focus, or that sequentially serve classes of students as they progress through elementary or secondary education, may jointly submit a plan to the Board to create an "innovation school zone."

Pursuant to the Board's constitutional authority to control instruction in its schools, as well as the Board's duty to determine the educational programs to be carried on in its schools, the decision to approve or deny a request to become an innovation school or innovation school zone lies exclusively with the Board. The Board shall continue to govern all approved innovation schools or schools in an innovation school zone in accordance with the Board's constitutional and statutory role.

The Board may initiate and collaborate with one or more district schools to create an innovation school or innovation school zone. When initiating an innovation school or innovation school zone, the Board shall ensure that each public school that would be affected has an opportunity to participate in the creation of the plan. The Board may also approve or create an innovation school zone that includes all of the district's schools.

To seek designation as an innovation school or innovation school zone, the applicant shall follow the procedures prescribed in policy AEE cross referenced in this policy. These procedures require the applicant to provide, among other information, evidence that a majority of the administrators and teachers employed at each school consent to designation as an innovation school or school zone, as well as evidence that a majority of the school accountability committee at each affected school consent to designation as an innovation school or school zone. The applicant must also provide a statement of the level of support for designation as an innovation school or school zone, including input from school employees other than teachers and administrators; students and parents of students enrolled in the school(s); and the community surrounding the school(s).

## Focus areas

The Board encourages the development of an innovation school or innovation school zone that will:

- serve the needs of students at risk of educational failure, as evidenced by student performance on state assessments and other evidence used by the district.
- improve student achievement.
- provide an educational program with student performance standards and curriculum that meets or exceeds the district's academic standards.
- provide diverse approaches to learning and education to best meet its student population.
- better allocate resources for the benefit of students served.

## Limitations

The Board shall not approve an application for an innovation school or school zone that will:

- exclusively serve high-performing students, as evidenced by student performance on state assessments and other evidence used by the district.
- provide an educational program with student performance standards and curriculum that fails to meet or exceed the district's academic standards.
- fail to meet the needs of the students served.

An innovation school or innovation school zone shall start at the beginning of the school year following the date the application is approved, unless another starting time is agreed upon by the Board and the applicant school(s). The period for which a new innovation school or innovation school zone may be approved is five academic year(s). In accordance with state law, the Board shall review any approved innovation school or innovation school zone's performance at least every three years. Renewal of an innovation school or innovation school zone shall be for specified periods of time.

Once the Board approves an application to become an innovation school or innovation school zone, the Board may seek designation as a district of innovation from the State Board of Education. This step may be necessary to obtain the waivers of state law or regulation identified in the plan or to waive selected provisions of a collective bargaining agreement as provided in state law.

LEGAL REFS.: Colo. Const. Art. IX, Sect. 15 (*Board has control of instruction within the district*)

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

C.R.S. [22-32-109](#) (1)(f)(I) (*Board may delegate duty to employ personnel to innovation school*)

C.R.S. [22-32-109](#) (1)(t) (*Board duty to determine educational program and prescribe textbooks*)

C.R.S. [22-32-110](#) (1)(h) (*Board may delegate authority to terminate personnel to innovation school*)

C.R.S. [22-32.5-101](#) et seq. (*Innovation Schools Act of 2008*)

CROSS REF.: [AEE\\*](#), Waiver of State Law and Regulation





# Strasburg School District 31J

Policy:	File:
Purchasing/Purchasing Authority	DJ/DJA
Adopted:	Revision:
December 2022	

The Board's authority for the purchase of materials, equipment, supplies and services is extended to the Superintendent through the detailed listing of such items compiled as part of the budget-making process and approved by the Board through its adoption of the annual operating budget.

Except in emergencies or for reasons of economy, the annual purchase of major pieces of equipment such as school buses shall be scheduled so that annual budgetary appropriations for capital purposes will be of similar size or will show a continuous trend without severe fluctuations.

The Superintendent shall direct the purchase of such books, supplies, equipment and other materials as is required and permitted within the limits of the budget. The purchase of these items shall require no further Board approval except in those instances where Board policy requires certain purchases to be put to bid. However, any single, non-budgeted purchase or expenditure greater than \$10,000, shall require advance approval by the Board.

In order to receive the greatest value for each dollar expended, it shall be the policy of the school district to obtain comparative prices based on similar quality, to consider a balance between long-term quality and cost, and to purchase in quantity whenever possible and practical.

LEGAL REF.: C.R.S. [22-32-109](#)(1)(b) (*board required to adopt bidding procedures*)

CROSS REF.: [DJB\\*](#), Federal Procurement  
[DJE](#), Bidding Procedures





# Strasburg School District 31J

Policy:	File:
First Aid Training	GBGAB
Adopted:	Revision:
December 2022	

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. A list of such staff members shall be maintained in each school office.

Athletic coaches, as that term is defined by applicable rules of the Colorado State Board of Education, shall be certified in CPR and the use of automated external defibrillators (AEDs).

LEGAL REFS.: C.R.S. [22-1-125.5](#) (*athletic coaches must be certified in CPR and the use of automated external defibrillators*)

1 CCR [301-96](#) (*State Board of Education rules for the Administration of the Instruction of Cardiopulmonary Resuscitation in Public Schools Grant Program*)

6 CCR [1010-6](#), Rule 6.13(D) (*first aid and CPR certification requirement*)

CROSS REF.: [JLCE](#), First Aid and Emergency Medical Care



# Strasburg School District 31J

Policy:	File:
Staff Legal Leave	GBGK
Adopted:	Revision:
December 2022	

The Board of Education recognizes the important role citizens play in our legal system, including the obligation to serve as jurors under appropriate circumstances and to appear in proceedings pursuant to subpoena or other court order.

All employees of the school district shall be excused for jury duty or when ordered to appear in a proceeding pursuant to subpoena or other court order with no jeopardy to their employment, compensation, annual leave or other leave.

Substitutes, when necessary, for employees shall be obtained in the usual manner and paid by the district.

While state law provides that the district is only responsible for paying employees their regular wages up to \$50 per day for the first three days of jury service, the district believes it should support employees to the full extent of their regular wages while on jury service. Therefore, the district shall pay employees their regular wages for all days of jury service.

Pursuant to state law, after the first three days of jury service, the state pays each juror \$50 per day. Because employees will be receiving their regular wages from the district, which in most instances is more than \$50 per day, all employees shall forward such payment from the state to the district as an offset. If an employee's regular wages are less than \$50 per day, the district will supplement the employee's regular wages to bring the daily wage up to \$50.

The district shall not reimburse employees for expenses or mileage related to jury service. The employee may keep any reimbursement for expenses or mileage received from the state and continue to receive the full extent of his or her regular wages while on jury service.

LEGAL REFS.: C.R.S. [13-71-119](#) (*jury duty deferments and excuses - limitations*)  
C.R.S. [13-71-126](#) (*compensation of employed jurors for first three days of service*)  
C.R.S. [13-71-129](#) (*compensation of employed jurors after first three days of service*)  
C.R.S. [13-71-132](#) through [13-71-134](#) (*juror's and employer's obligations*)



# Strasburg School District 31J

Policy:	File:
Teaching about Controversial Issues & Use of Controversial Materials	IMB
Adopted:	Revision:
December 2022	

Controversial issues are defined as those problems, subjects or questions about which there are significant differences of opinion and discussions of which generally create strong feelings among people. Although there may be disagreement over what the facts are and what they mean, subjects usually become controversial issues because of differences in interpretation or the values people use in applying the facts.

Controversial materials are defined as learning resources which are not part of the district's approved learning resources and which are subject to disagreement as to appropriateness because they refer or relate to a controversial issue or present material in a manner which is itself controversial. Examples of such materials include, but are not limited to, those that depict explicit sexual conduct, graphic violence, profanity, drug use, or other socially undesirable behaviors, or materials that are likely to divide the community along racial, ethnic or religious lines.

Films and/or videos rated R, PG-13 or PG shall be considered controversial in accordance with this policy. X rated and NC-17 rated films and videos shall not be used in district schools. PG, PG-13 and R rated films and videos shall be considered controversial at the elementary school level. PG-13 and R rated films and videos shall be considered controversial at the middle school level. R rated films and videos shall be considered controversial at the high school level.

Teachers may use controversial learning materials and discuss controversial issues if they contribute to the attainment of course objectives directly related to Board-adopted academic standards. The educational purpose of teaching about controversial issues or using controversial materials must be student achievement in academic standards rather than reaching conclusions about the validity of a specific point of view.

In teaching about controversial issues, teachers shall work cooperatively with the building principal. Teachers shall obtain approval from the building principal prior to the use of any controversial materials. If a teacher has a question regarding whether an issue or resource is controversial within the meaning of this policy, the teacher shall contact the principal. The principal may instruct the teacher to notify students' parents/guardians and obtain parents/guardians' permission prior to discussing a controversial issue or using controversial materials. Teachers shall inform the principal of controversial issues that arise unexpectedly which cause or are likely to cause concern for students and/or their parents/guardians.

When teaching about controversial issues, teachers may express their personal viewpoints and opinions; however, they also have the obligation to be objective and impartially present the various sides of an

issue. Controversial issues are to be presented with good judgment and coordination with the building principal, keeping in mind the maturity of the students.

When controversial issues or controversial materials are used as part of the instructional program, alternative learning activities shall be provided when feasible at the request of a student or the student's parents/guardians.

CROSS REFS.: [IJ](#), Instructional Resources and Materials

[KEC](#), Public Concerns/Complaints about Instructional Resources

[KEF\\*](#), Public Concerns/Complaints about Teaching Methods, Activities or Presentations



# Strasburg School District 31J

Policy:	File:
Public Participation at School Board Meetings	BEDH
Adopted:	Revision:
2006	December 2022

All regular and special meetings of the Board shall be open to the public. Because the Board desires to hear the viewpoints of all citizens throughout the district and also needs to conduct its business in an orderly and efficient manner, it shall schedule time during some Board meetings for brief comments and questions from the public. Some public comment periods may relate to specific items on the agenda. The Board shall set a time limit on the length of the public participation time and a time limit for individual speakers.

During times of general public comment at a regular meeting, comments and questions may deal with any topic related to the Board's conduct of the schools. Comments at special meetings must be related to the call of the meeting. During times of public comment on specific agenda items, comments shall be confined to the topic of the agenda item being considered by the Board. Speakers may offer such criticism of school operations and programs as concern them, but are encouraged to exercise their speech rights responsibly. The Board encourages the discussion of all personnel matters to be conducted in executive session.

The Board president shall be responsible for recognizing all speakers who shall properly identify themselves, for maintaining proper order and for adherence to any time limits set. Questions asked by the public that require further investigation may be referred to the superintendent or superintendent's designee for consideration and later response.

Members of the public will not be recognized by the president during Board meetings except as noted in this policy.

Members of the public wishing to make formal presentations before the Board should make arrangements in advance with the superintendent so that such presentations, when appropriate, may be scheduled on the agenda.

In addition to public participation time during Board meetings, the Board is committed to engaging members of the community on an ongoing basis regarding community values about education during times other than the Board's regular meetings.

Adopted: 2006

Revised: 8-8-2018

Revised: 12-9-2022

LEGAL REF.: C.R.S. [24-6-401](#) et seq. (*open meetings law*)

CROSS REF.: [KE](#), Public Concerns and Complaints



# Strasburg School District 31J

Policy:	File:
Guidelines for Public Meeting Conduct and Comments by Citizens	BEDH – E
Adopted:	Revision:
	December 2022

The Strasburg School District 31J Board of Education values the input of citizens in making important decisions that affect the District's students and welcomes citizens to observe Board meetings and offer public comment.

To ensure citizens have an opportunity to offer public comment and to ensure that the Board can conduct the important business of the District, the Board will designate a portion of each regular meeting to hear public comment concerning matters within the Board's authority.

Individuals shall not interfere with the ability of other citizens to observe the Board meeting or offer comment or otherwise interfere with the ability of the Board to conduct its business.

Generally, School Board Members do not respond to public comment during the meeting. The Board will listen to all comments and may direct the Superintendent to follow-up on an item for future discussion.

The following rules of conduct apply to all public comment:

1. Members of the public who intend to offer public comment to the Board shall sign up for comment using the online form provided no later than 1 hour prior to the meeting time. At the time of sign up, speakers shall identify the topic of their comment and whether or not they are a student. Speakers are expected to become familiar with and adhere to these Guidelines.
2. Public speakers will be limited to 3 minutes each.
3. The Board President will set the order of speakers and shall call student speakers first. Only those speakers recognized by the Board President will be allowed to speak. Comments by others are out of order. The Board President may request a spokesperson for a group that shares common concerns.
4. Once called to comment, speakers shall come to the designated podium and state their full name, spelling their last name, home address, and reason for wishing to speak. Each speaker is allotted three minutes for public comment. Speakers may decline to comment when their name is called but may not yield their allotted time to other speakers.
5. Materials intended for consideration by the Board should be left with the Secretary. No materials are to be distributed directly to Board members. Speakers may not use videos or slide presentations to accompany their comment.
6. Speakers shall not identify a student by name in open session without the permission of the student and the student's parent. Using a student's name without permission will result in the Board President terminating the speaker's remaining time for comment.
7. All speakers must treat each other and the Board and District staff with civility. Speakers are welcome to offer constructive criticism motivated by a sincere desire to improve the quality



of the educational program or to equip the schools to do their tasks more effectively. The Board encourages citizens to exercise their free-speech rights in a responsible manner and to refrain from personal attacks against individuals, recognizing that defamatory comments may be subject to legal action.

8. The Board President may interrupt, warn or terminate a speaker's comments that are unrelated to the business of the school district, inappropriate for PK-12 students, or disruptive to an orderly, productive meeting. If disruptive, the citizen causing the disruption may be directed to leave the Board meeting.



# Strasburg School District 31J

Policy:	File:
Safe Schools	ADD
Adopted:	Revision:
2006	December 2022

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

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

13. Procedures for the reporting of criminal activity to law enforcement.

14. A child sexual abuse and assault prevention plan, including comprehensive, age-appropriate curricula regarding child sexual abuse and assault awareness and prevention and professional development for school personnel and parents in preventing, identifying, and responding to child sexual abuse and assault.

15. Procedures for notifying parents of an employee's criminal charges when such notification is required by state law.

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

The annual safety reports from every school in the district shall be compiled and submitted to the state department of education in a format specified by the State Board of Education. The report shall be made available to the public.

(Adoption date)

LEGAL REFS.: C.R.S. [9-1-101](#) through [9-1-106](#) (construction requirements, fire escapes, etc.)  
C.R.S. [22-1-130](#) (6) (safe school plan must include parent notification of employee criminal charges)  
C.R.S. [22-3-101](#) through [22-3-104](#) (eye protective devices)  
C.R.S. [22-32-109.1](#) (1)(b.5) (definition of "community partners" that board may wish to consult with in developing and implementing its safe school plan)  
C.R.S. [22-32-109.1](#) (2) (safe school plan)  
C.R.S. [22-32-109.1](#) (2)(b) (detailing information required in annual principal reports on the learning environment)  
C.R.S. [22-32-109.1](#) (2.5) (districts are "encouraged" to adopt a child sexual abuse and assault prevention plan as part of a safe school plan)  
C.R.S. [22-32-110](#) (1)(k) (board authority to adopt policies related to employee safety and official conduct)  
C.R.S. [22-32-124](#) (2), (3) (building inspections)  
C.R.S. [24-10-106.5](#) (duty of care)

CROSS REFS.: [ECA/ECAB](#), Security/Access to Buildings  
[KDE](#), Crisis Management (Safety, Readiness and Incident Management Planning)  
[KDBA\\*](#), Parent Notification of Employee Criminal Charges  
[KI](#), Visitors to Schools

Adopted: 2006

Revised: 10-10-2018

Revised: 12-9-2022

## **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 January 2009.

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

Adopted: 2006  
Revised: 4-12-2017  
4-12-2020

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

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

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



# Strasburg School District 31J

Policy:	File:
Crisis Management	KDE
Adopted:	Revision:
2006	January 2023

(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 January 2009.

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

Adopted: 2006

Revised: 04-12-2017

04-12-2020

01-10-2023

LEGAL REFS.: C.R.S. [13-21-108.1](#) (3) (*requirements for persons rendering emergency assistance through the use of automated external defibrillators*)

C.R.S. [25-53-102](#) (*automated external defibrillators requirements must be referenced in safety, readiness and incident management plan*)

C.R.S. [22-1-126](#) (*Safe2Tell Program*)

C.R.S. [22-32-109.1](#) (1)(b.5) (*definition of "community partners"*)

C.R.S. [22-32-109.1](#) (4) (*school response framework is required part of safe school's 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

## **Equivalence of Services** (Title I)

Pursuant to federal law, school districts receiving Title I funds to provide educational services to students must do so in accordance with Title I of the Every Student Succeeds Act.

Title I funds shall be used to provide educational services to supplement the educational services provided for district students with state and local funds. By adoption of this policy, the district ensures equivalence among its schools in teachers, administrators and other staff and equivalence in the provision of curriculum materials and instructional supplies.

District personnel shall establish written procedures which include a process to demonstrate that Title I funds are used to provide services in school attendance areas that are at least comparable to the services provided through state and local funds in attendance areas not receiving Title I funds. Such procedures shall also require the maintenance of appropriate records documenting compliance with this policy and the updating of such records on a biennial basis.

Adopted: 2006

Revised: 08-08-2018

LEGAL REF.:

**20 U.S.C. 6318(c)** (*written assurance of equivalence required under Title I*)

CROSS REFS.: GCBA, Instructional Staff Contracts/Compensation/Salary Schedules

GDBA, Support Staff Salary Schedules

KBA, District Title I Parent **and Family Engagement-**

KBA-E, School-Level Title I Parent **and Family Engagement Involvement**

~~Policy~~ (School/Parent Compact)





# Strasburg School District 31J

Policy:	File:
Equivalence of Services (Title I)	IHBD
Adopted:	Revision:
2006	January 2023

Pursuant to federal law, school districts receiving Title I funds to provide educational services to students must do so in accordance with Title I of the Every Student Succeeds Act.

Title I funds shall be used to provide educational services to supplement the educational services provided for district students with state and local funds. By adoption of this policy, the district ensures equivalence among its schools in teachers, administrators and other staff and equivalence in the provision of curriculum materials and instructional supplies.

District personnel shall establish written procedures which include a process to demonstrate that Title I funds are used to provide services in school attendance areas that are at least comparable to the services provided through state and local funds in attendance areas not receiving Title I funds. Such procedures shall also require the maintenance of appropriate records documenting compliance with this policy and the updating of such records on a biennial basis.

Adopted: 2006

Revised: 08-08-2018

Revised: 01-10-2023

LEGAL REF.: 20 U.S.C. 6321(c) (*written assurance of equivalence required under Title I*)

CROSS REFS.: [GCBA](#), Instructional Staff Contracts/Compensation/Salary Schedules

[GDBA](#), Support Staff Salary Schedules

[KBA](#), District Title I Parent and Family Engagement

[KBA-E](#), School-Level Title I Parent and Family Engagement (School/Parent Compact)

## Students in Foster Care

It is the Board's intent to promote educational stability for students in foster care in accordance with state and federal law. Terms used in this policy and its accompanying regulation, such as "foster care," "school of origin," "child's best interest" and "child welfare agency" shall be as defined by applicable federal law.

The district shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed.

At least one staff member shall be designated to serve as the child welfare education liaison and fulfill the duties set forth in state and federal law.

Duties of the child welfare liaison and procedures for enrollment and transportation for students in foster care shall be made in accordance with the accompanying regulation and applicable law.

Adopted: 4-11-2018

LEGAL REFS.: 20 U.S.C. 1232g (*Family Educational Rights and Privacy Act*)  
20 U.S.C. 6311 (g)(1)(E) and 6312(c)(5) (*provisions in Every Student Succeeds Act (ESSA) regarding obligations to students in foster care*)  
42 U.S.C. 671 (a)(10) and 675(1)(G) (*child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care*)  
34 C.F.R. 200.30 (f)(1)(iii) (*ESSA's definition of "foster care"*)  
C.R.S. 22-32-138 (*enrollment of students in out-of-home placements*)  
C.R.S. 22-33-103 through 22-33-110 (*school attendance law*)

CROSS REFS.: JF, Admission and Denial of Admission  
JH, Student Absences and Excuses  
JJJ, Extracurricular Activity Eligibility  
JLCB, Immunization of Students  
JQ, Student Fees, Fines and Charges

NOTE 1: The term "foster care" is defined in federal law as follows:

*Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. A child in foster care also includes a child who is awaiting foster care placement. 34 C.F.R. 200.30 (f)(1)(iii).*

*NOTE 2: While the definition of “student in out-of-home placement” in state law closely tracks the federal law’s definition of a student in foster care, state law contains the following language which is NOT found in federal law:*

- a child or youth who transfers school enrollment as a result of being returned to his or her home at the conclusion of an out-of-home placement.*

*C.R.S. 22-32-138 (1)(e). Colorado school districts that receive federal funds are required to follow the more stringent federal law requirements for students in foster care. All Colorado school districts must follow the requirements of state law regarding “students in out-of-home placements.” The biggest difference between the two is that the federal law requires “immediate” enrollment and provision of transportation, in coordination with the child welfare agency. State law requires enrollment of a “student in out-of-home placement” within five days of the school’s receipt of the student’s education records and does not address transportation.*

## Students in Foster Care

It is the Board's intent to promote educational stability for students in foster care in accordance with state and federal law.

~~Terms used in this policy and its accompanying regulation, such as "foster care," "school of origin," "child's best interest" and "child welfare agency" shall be as defined by applicable federal law.~~

The district shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed.

At least one staff member shall be designated to serve as the child welfare education liaison and fulfill the duties set forth in state and federal law.

~~Duties of the Designation of the districts~~ -child welfare liaison and procedures for enrollment and transportation for students in foster care shall be made in accordance with the accompanying regulation and applicable law.

Adopted: 4-11-2018

LEGAL REFS.: 20 U.S.C. 1232g (*Family Educational Rights and Privacy Act*)  
20 U.S.C. 6311 (g)(1)(E) and 6312(c)(5) (*provisions in Every Student Succeeds Act (ESSA) regarding obligations to students in foster care*)  
42 U.S.C. 671 (a)(10) and 675(1)(G) (*child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care*)  
34 C.F.R. 200.30 (f)(1)(iii) (*ESSA's definition of "foster care"*)  
C.R.S. 22-32-138 (*enrollment of students in out-of-home placements*)  
C.R.S. 22-33-103 through 22-33-110 (*school attendance law*)

CROSS REFS.: JF, Admission and Denial of Admission  
JH, Student Absences and Excuses  
JJJ, Extracurricular Activity Eligibility  
JLCB, Immunization of Students  
JQ, Student Fees, Fines and Charges

NOTE 1: The term "foster care" is defined in federal law as follows:

Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. A child in foster care also includes a child who is awaiting foster care placement. 34 C.F.R. 200.30 (f)(1)(iii).

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NOTE 2: While the definition of "student in out-of-home placement" in state law closely tracks the federal law's definition of a student in foster care, state law contains the following language which is NOT found in federal law:

- a child or youth who transfers school enrollment as a result of being returned to his or her home at the conclusion of an out-of-home placement.

C.R.S. 22-32-138 (1)(e). Colorado school districts that receive federal funds are required to follow the more stringent federal law requirements for students in foster care. All Colorado school districts must follow the requirements of state law regarding "students in out-of-home placements." The biggest difference between the two is that the federal law requires "immediate" enrollment and provision of transportation, in coordination with the child welfare agency. State law requires enrollment of a "student in out-of-home placement" within five days of the school's receipt of the student's education records and does not address transportation.



# Strasburg School District 31J

Policy:	File:
Students in Foster Care	JFABE
Adopted:	Revision:
2018	January 2023

It is the Board's intent to promote educational stability of students in foster care in accordance with state and federal law.

The district shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed.

At least one staff member shall be designated to serve as the child welfare education liaison and fulfill the duties set forth in state and federal law.

Designation of the district's child welfare liaison and procedures for enrollment and transportation for students in foster care shall be made in accordance with the accompanying regulation and applicable law.

Adopted: 4-11-2018

Revised: 01-10-2023

LEGAL REFS.: 20 U.S.C. 1232g (*Family Educational Rights and Privacy Act*)  
20 U.S.C. 6311 (g)(1)(E) and 6312(c)(5)(b) (*provisions in Every Student Succeeds Act (ESSA) regarding obligations to students in foster care*)  
42 U.S.C. 671 (a)(10) and 675(1)(G) (*child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care*)  
34 C.F.R. 200.30 (f)(1)(iii) (*ESSA's definition of "foster care"*)  
C.R.S. [22-32-138](#) (*school stability, transfer and enrollment of students in out-of-home placements*)  
C.R.S. [22-33-103](#) through [22-33-110](#) (*school attendance law*)

CROSS REFS.: [JE](#), Admission and Denial of Admission  
[JH](#), Student Absences and Excuses  
[JJ](#), Extracurricular Activity Eligibility  
[JLCB](#), Immunization of Students  
[JQ](#), Student Fees, Fines and Charges



*This regulation is intended to replace former regulation JF-R, Admission and Denial of Admission (Procedures for Students in Out-of-Home Placements).*

## **Students in Foster Care**

### **Child welfare education liaison**

At least one district staff member shall be designated to serve as the child welfare education liaison. In lieu of designating a district employee, the district may contract with an individual or request that the district's Board of Cooperative Services (BOCES) designate a BOCES employee to serve as the district's child welfare education liaison. By August 15 of each year, the district shall report the name and contact information of the district's child welfare education liaison to the Colorado Department of Education.

The child welfare education liaison shall be responsible for working with child placement agencies, county departments of human services, and the state department of human services to facilitate the prompt and appropriate placement, transfer, and enrollment of students in foster care. The specific duties of the child welfare education liaison shall include, but are not limited to:

- working with social workers from county departments of human services, juvenile probation officers, and foster care parents to ensure the immediate school enrollment and prompt transfer of students' education information and records when students are required to change school enrollment due to changes in placement;
- ensuring that the education information and records of a student in foster care are delivered to the student's new school within five school days after receiving a request for the transfer of the student's education information and records from a county department of human services;
- participating and collaborating on best interest determinations with the local county department of human services; and
- providing training to district staff on the Title I provisions and educational needs of students in foster care.

In addition to the liaison's duties pertaining to students in foster care, the district's child welfare education liaison is designated to receive notice of a student who is transitioning to public school from a state-licensed day treatment facility, facility school or hospital providing inpatient acute care or psychiatric services and who has been determined by that facility, facility school, hospital, or a court to be a risk to himself or herself or the community within the 12 months prior to the proposed transfer to a public school. Under certain circumstances, the child welfare education

liaison may receive an invitation to participate in the development of a transition plan for such student.

### **Enrollment determinations**

In making enrollment determinations, the child welfare education liaison shall assist appropriate county department of human services representatives in making “best interest of the child” education decisions, particularly the determination of whether or not it is in the best interest of the student in foster care to remain in his/her school of origin or to enroll in a new school.

### **Transfer of education records**

If a student in foster care transfers to another school, the sending district shall transfer the student’s education information and records to the receiving school within five school days after receiving a transfer request from the county department of human services that has legal custody of the student.

The sending district may release the student’s education information and records to an employee of the county department of human services for the sole purpose of transferring the education information and records to the student’s new school. Such release shall be in accordance with applicable state and federal law, including the Family Educational Rights and Privacy Act.

If the request for a records transfer involves a student who is receiving special education services pursuant to an individualized education plan, the sending district shall notify its special education director of the records request.

The sending district shall not delay the transfer of education information and records of a student in foster care for any reason, including but not limited to the existence of any unpaid fines or fees.

### **Enrollment in a new school**

If it is determined that it is not in the student’s best interests to remain in his/her school of origin and unless otherwise permitted by state law to deny enrollment, the district or new school shall immediately enroll a student in foster care in the new school, regardless of whether:

- the district or school has received the student’s education records or certificate of immunization;
- the student can comply with any requirements pertaining to the use of school uniforms or other clothing restrictions; or
- the student can comply with any other pre-enrollment restrictions or requirements imposed by the district or new school.

If the district or new school enrolls a student in foster care without receiving the student’s certificate of immunization, the district or school shall notify the student’s legal guardian that, unless the district or school receives the student’s certificate of immunization or a written authorization for administration of immunizations within

fourteen (14) days after the student enrolls, the student in foster care shall be suspended until such time as the district or school receives the certificate of immunization or authorization.

### **Transfer of credits**

When a student in foster care transfers from one school to another school, the sending school shall certify to the receiving school or district the coursework that the student fully or partially completed while enrolled. The receiving school or district shall accept the student's certified coursework as if it had been completed at the receiving school.

The receiving school or district shall apply all of the student's certified coursework toward completion of the student's requirements for the grade level in which the student is enrolled at the receiving school or for graduation from the receiving school if the student is enrolled in 12th grade. The receiving school or district may award elective credit for any portion of the student's certified coursework that is not aligned with the curriculum of the receiving school or district.

### **Transportation**

Applicable federal law requires the district to develop procedures to ensure that students in foster care who need transportation to their respective schools of origin promptly receive that transportation, and to ensure that such transportation is arranged and provided in a cost-effective manner. Accordingly, when the district is notified that a student in foster care needs, or may need, transportation to a district school, the child welfare education liaison will take steps to establish an individualized plan that addresses how transportation to maintain the student in his/her school of origin will be arranged, provided and funded for the duration of time that the student is in foster care and attending his/her school of origin.

In establishing such a plan, the child welfare education liaison and other district staff shall follow any existing transportation procedures that the district, acting in collaboration with one or more relevant departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student in foster care. If there are additional costs in providing transportation to the school of origin, the district will provide such transportation if:

- the local county department of human services agrees to reimburse the district for the cost of such transportation;
- the district agrees to pay for the cost; or
- the district and local county department of human services agree to share the cost.

Adopted: 4-11-2018

File: JFABE\*-R

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*This regulation is intended to replace former regulation JF-R, Admission and Denial of Admission (Procedures for Students in Out-of-Home Placements).*

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### Students in Foster Care

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#### Child welfare education liaison

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The district's child welfare education liaison is also designated to receive notice of a student who is transitioning to public school from a state-licensed day treatment facility, facility school or hospital providing inpatient acute care or psychiatric services and who has been determined by that facility, facility school, hospital, or a court to be a risk to himself or herself or the community within the 12 months prior to the proposed transfer to a public school. Under certain circumstances, the child welfare education liaison may receive an invitation to participate in the development of a transition plan for such student.

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#### **Transfer of education records**

If a student in foster care transfers to another school, the sending district shall transfer the student's education information and records to the receiving school as soon as possible but not to exceed, within five school days after receiving a transfer request, from the county department of human services that has legal custody of the student.

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If the request for a records transfer involves a student who is receiving special education services pursuant to an individualized education plan, the sending district shall notify its special education director of the records request.

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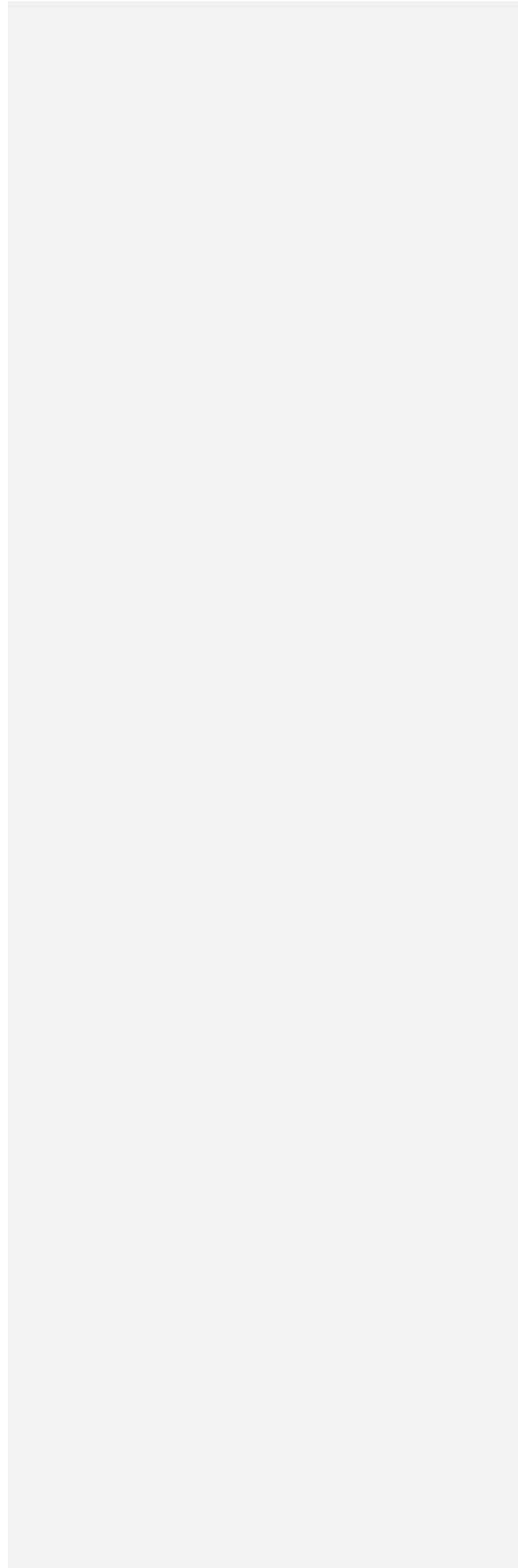
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- the district or school has received the student's education records or certificate of immunization;
- the student can comply with any requirements pertaining to the use of school uniforms or other clothing restrictions; or
- the student can comply with any other pre-enrollment restrictions or requirements imposed by the district or new school.

If the district or new school enrolls a student in foster care without receiving the student's certificate of immunization, the district or school shall notify the applicable county department of human services that, unless the district or school receives the student's certificate of immunization or a written authorization for administration of immunization within 14 days after the student enrolls, the student in foster care shall be suspended until such time as the district or school receives the certificate of immunization or authorization. the student's legal guardian that, unless the district or school receives the student's certificate of immunization or a written authorization for administration of immunizations within

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• ~~the local county department of human services agrees to reimburse the district for the cost of such transportation;~~

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Adopted: 4-11-2018



# Strasburg School District 31J

Policy:	File:
Students in Foster Care- Regulation	JFABE-R
Adopted:	Revision:
2018	January 2023

## **Child welfare education liaison**

At least one district staff member shall be designated to serve as the child welfare education liaison. In lieu of designating a district employee, the district may contract with an individual or request that the district's Board of Cooperative Educational Services (BOCES) designate a BOCES employee to serve as the district's child welfare education liaison. By August 15 of each year, the district shall report the name and contact information of the district's child welfare education liaison to the Colorado Department of Education.

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collaboration with one or more relevant departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student.

Adopted: 04-11-2018

Revised: 01-10-2023

## **Student Dress Code**

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

Any student deemed in violation of the dress code shall be required to change into appropriate clothing or make arrangements to have appropriate clothing brought to school immediately. In this case, there shall be no further penalty.

If the student cannot promptly obtain appropriate clothing, on the first offense, the student shall be given a written warning and an administrator shall notify the student's parents/guardians. On the second offense, the student shall remain in the administrative office for the day and do schoolwork and a conference with parents/guardians shall be held. This violation shall be considered as an unexcused absence. On the third offense, the student may be subject to suspension or other disciplinary action as outlined in the school discipline code.

### **Unacceptable Items**

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

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length.
2. Sunglasses and/or hats worn inside the building.
3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and breasts.
4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width
5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any

advertisement, symbols, words, slogans, patches, or pictures that:

- a. Refer to drugs, tobacco, alcohol, or weapons
- b. Are of a sexual nature
- c. By virtue of color, arrangement, trademark, or other attribute denote membership in gangs which advocate drug use, violence, or disruptive behavior
- d. Are obscene, profane, vulgar, lewd, or legally libelous
- e. Threaten the safety or welfare of any person
- f. Promote any activity prohibited by the student code of conduct
- g. Otherwise disrupt the teaching-learning process

### Exceptions

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

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

LEGAL REF.: C.R.S. [22-32-109.1](#) (2)(a)(IX) (*boards duty to adopt student dress code*)

CROSS REFS.: [IMDB](#), Flag Displays

[JBB\\*](#), Sexual Harassment

[JIC](#), Student Conduct

[JICDA](#), Code of Conduct

[JICE](#), Secret Societies/Gang Activity

[JICH](#), Drug and Alcohol Use by Students

[JICI](#), Weapons in School

[JK](#), Student Discipline

[JKD/JKE](#), Suspension/Expulsion of Students







# Strasburg School District 31J

Policy:	File:
Student Dress Code	JICA
Adopted:	Revision:
	January 2023

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

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4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width
5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
  - A. Refer to drugs, tobacco, alcohol, or weapons
  - B. Are of a sexual nature
  - C. By virtue of color, arrangement, trademark, or other attribute denote membership in gangs which advocate drug use, violence, or disruptive behavior

- D. Are obscene, profane, vulgar, lewd, or legally libelous
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Building principals, in conjunction with the school accountability committee, may develop and adopt school-specific dress codes that are consistent with this policy.

Adopted:

Revised: 1-10-2023

LEGAL REF.: C.R.S. [22-32-109.1](#) (2)(a)(I)(J) (board duty to adopt student dress code that prohibits disruptive clothing)

CROSS REFS.: [IMDB](#), Flag Displays  
[JBB\\*](#), Sexual Harassment  
[JIC](#), Student Conduct  
[JICDA](#), Code of Conduct  
[JICE](#), Secret Societies/Gang Activity  
[JICH](#), Drug and Alcohol Involvement by Students  
[JICI](#), Weapons in School  
[JK](#), Student Discipline  
[JKD/JKE](#), Suspension/Expulsion of Students

## Truancy

If a student is absent without an excuse signed by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. An "habitual truant" shall be defined as a student of compulsory attendance age who has four total days of unexcused absences from school in any one month or 12 total days of unexcused absences during any semester. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as an "habitual truant."

In order to reduce the incidents of truancy, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents/guardians shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day.

The school shall establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent/guardian by telephone.

A plan shall be developed for a student who is at risk of being declared habitually truant with the goal of assisting the child to remain in school. The plan shall also include strategies to address the reasons for the truancy. When practicable, the student's parent, guardian or legal custodian shall participate with district personnel during the development of the plan. Appropriate school personnel shall make reasonable efforts to meet with the parent, guardian or legal custodian to review and evaluate the reasons for the student's truancy.

In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while truant. Penalties may include a warning, school detention or in-school suspension. Academic penalties, out-of-school suspensions or expulsion shall not be imposed for any truancy.

The administration shall develop regulations to implement appropriate penalties for truancy. The school administration shall consider the correlation between course failure, truancy and a student dropping out of school in developing these regulations and shall implement research-based strategies to re-engage students with a high number of trancies.

Revised: July 2016

LEGAL REFS.: C.R.S. [22-14-101](#) *et seq.* (dropout prevention and student re-engagement)

C.R.S. [22-33-104](#) (compulsory school attendance)

C.R.S. [22-33-105](#) (suspension/expulsion)

C.R.S. [22-33-107](#) (enforcement of compulsory school attendance)

C.R.S. [22-33-108](#) (judicial proceedings to enforce school attendance laws)

1 CCR [301-78](#) Rules 1.00 *et seq.* (standardized calculation for counting student attendance and truancy)

CROSS REFS.: [IHBG](#), Home Schooling

[JEA](#), Compulsory Attendance Ages

[JFC](#), Student Withdrawal from School/Dropouts

[JH](#), Student Absences and Excuses

NOTE 1: State law requires the local board of education to designate an attendance officer for the district to enforce the provisions of the compulsory attendance law, counsel students and parents, and investigate the causes of non-attendance and report those findings to the Board. C.R.S. [22-33-107](#) (1). State law allows the board by resolution to authorize one or more school employees to represent the school district in judicial proceedings to enforce compulsory attendance. C.R.S. [22-32-110](#) (1)(mm).

NOTE 2: State law provides that court proceedings to compel compliance with the compulsory attendance law shall only be used as a last-resort approach for addressing the problem of truancy. The district shall first have attempted other options for addressing truancy that employ best practices and research-based strategies to minimize the need for court action. Before initiating court proceedings, the district shall provide written notice to the student and his or her parent that the district will initiate court proceedings if the student doesn't comply with the compulsory attendance law. C.R.S. [22-33-108](#) (5).

NOTE 3: The rules of the State Board of Education define a "habitual truant" as a child who has attained the age of 6 on or before August 1 of the school year in question and is under the age of 17 and who has 4 total days of unexcused absences from school in a month or 10 total days of unexcused absences during the school year. 1 CCR [301-78](#), Rule 2.00 (7). Districts must report the number of students identified as "habitually truant" to the Colorado Department of Education (CDE), in accordance with the State Board of Education's rules regarding the calculation of student attendance and truancy, 1 CCR [301-78](#). CDE must then make this information accessible to the public by posting it on its website. The State Board's rules also specify how districts shall record and aggregate student absences.





# Strasburg School District 31J

Policy:	File:
Truancy	JHB
Adopted:	Revision:
2006	January 2023

If a student is absent without an excuse signed by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. An "habitual truant" shall be defined as a student of compulsory attendance age who has four total days of unexcused absences from school in any one month or 10 total days of unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as an "habitual truant."

In order to reduce the incidents of truancy, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents/guardians shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day.

The school shall establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent/guardian by telephone.

A plan shall be developed for a student who is at risk of being declared habitually truant with the goal of assisting the child to remain in school. The plan shall also include strategies to address the reasons for the truancy. When practicable, the student's parent, guardian or legal custodian shall participate with district personnel during the development of the plan. Appropriate school personnel shall make reasonable efforts to meet with the parent, guardian or legal custodian to review and evaluate the reasons for the student's truancy.

In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while truant. Penalties may include a warning, school detention or in-school suspension. Academic penalties, out-of-school suspensions or expulsion shall not be imposed for any truancy.

The administration shall develop regulations to implement appropriate penalties for truancy. The school administration shall consider the correlation between course failure, truancy and a

student dropping out of school in developing these regulations and shall implement research-based strategies to re-engage students with a high number of truancies.

Adopted: 2006

Revised: 07-01-2016

Revised: 01-10-2023

LEGAL REFS.: C.R.S. [22-14-101](#) et seq. (*dropout prevention and student re-engagement*)  
C.R.S. [22-33-104 \(4\)](#) (*compulsory school attendance*)  
C.R.S. [22-33-105](#) (*suspension/expulsion*)  
C.R.S. [22-33-107\(3\)\(b\)](#) (*enforcement of compulsory school attendance*)  
C.R.S. [22-33-108](#) (*judicial proceedings to enforce school attendance laws*)  
1 CCR [301-78](#) Rules 1.00 et seq. (*standardized calculation for counting student attendance and truancy*)

CROSS REFS.: [IHBG](#), Home Schooling  
[JEA](#), Compulsory Attendance Ages  
[JFC](#), Student Withdrawal from School/Dropouts  
[JH](#), Student Absences and Excuses





# Strasburg School District 31J

Policy:	File:
Permission for Medication	JLCD-E
Adopted:	Revision:
	January 2023

The parent/guardian of \_\_\_\_\_, grade \_\_\_\_\_ ask that school/child care staff at Strasburg School District give the following medication \_\_\_\_\_ at \_\_\_\_\_ to my child, according to health Care Provider's signed instruction on the lower part of this form.

It is understood that the medication is administered solely at the request of and as an accommodation to the undersigned parent or guardian. In consideration of the acceptance of the request to perform this service by the school nurse or other designee employed by the Strasburg School District the undersigned parent or guardian hereby agrees to release the Strasburg School District and its personnel from any legal claim which they now have or may hereafter have arising out of side effects or other medical consequences of the medication. I understand that it is my responsibility to furnish this medication.

Prescription medications must come in a container labeled with: child's name, name of medicine, time medicine is to be given, dosage, route, date medicine is to be stopped, and licensed Health Care Provider's name. Pharmacy name and phone number must also be included on the label.

Over the counter medication must be labeled with child's name. Dosage must match the signed health Care Provider's authorization, and medicine must be packaged in the original container.

The school/child care agrees to administer the medication prescribed by the licensed Health Care Provider with perspective authority. The parent agrees to pick up expired or unused medication within one week of notification by staff. All medications(s) left at the school will be discarded according to the most current state regulatory recommendations for safe medication disposal.

***By signing this document, I give permission for my child's Health Care Provider to share information about the administration of this medication with the school staff delegated to administer medication.***

\_\_\_\_\_  
Parent/Legal Guardian's Name

\_\_\_\_\_  
Parent/Legal Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Work Phone

\_\_\_\_\_  
Alternative Phone

\*\*\*\*\*

## Health Care Provider Authorization

Child's Name:	Birth Date:
Medication:	Dosage:
	Route:

To be given at the following times:	Start Date:	End Date:
Special Instructions:		
Purpose of Medication:		
Side Effects to be reported:		

\_\_\_\_\_  
Signature of Health Care Provider with Prescriptive Authority

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Health Care Provider

\_\_\_\_\_/\_\_\_\_\_  
Phone & Fax Number

\_\_\_\_\_  
Signature of Child Care Health Consultant or School Nurse

\_\_\_\_\_  
Date

Issue Date: 01-10-2023

## Code of Conduct

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

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the Board's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or regulations, or established school rules.
11. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.

12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff.

Adoption: 2006

Revised: 5-10-2017

LEGAL REFS.: C.R.S. [18-3-202](#) *et seq.* (offenses against person)

C.R.S. [18-4-301](#) *et seq.* (offenses against property)

C.R.S. [18-9-124](#) (2)(a) (prohibition of hazing)

C.R.S. [22-12-105](#) (3) (authority to suspend or expel for false accusations)

C.R.S. [22-32-109.1](#) (2)(a)(l) (policy required as part of safe schools plan)

C.R.S. [22-32-109.1](#) (2)(a)(l)(A) (duty to adopt policies on student conduct, safety and welfare)

C.R.S. [22-32-109.1](#) (9) (immunity provisions in safe schools law)

C.R.S. [22-33-106](#) (1)(a-g) (grounds for suspension, expulsion, denial of admission)

CROSS REFS.: [AC](#), Nondiscrimination/Equal Opportunity

[ADC](#), Tobacco-Free Schools

[ADD](#), Safe Schools

[ECAC](#), Vandalism

[GBGB](#), Staff Personal Security and Safety

[JBB\\*](#), Sexual Harassment

[JIC](#), Student Conduct

[JICA](#), Student Dress Code

[JICC](#), Student Conduct in School Vehicles

[JICDD\\*](#), Violent and Aggressive Behavior

[JICDE\\*](#), Bullying Prevention and Education

[JICF](#), Secret Societies/Gang Activity

[JICH](#), Drug and Alcohol Involvement by Students

[JICI](#), Weapons in School

[JK](#), Student Discipline

[JKD/JKE](#), Suspension/Expulsion of Students

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

File: JICDA

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## Code of Conduct

### Students in third grade and higher grade levels

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

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the Board's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or regulations, or established school rules.
11. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.

12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff.

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### **Students in preschool through second grade**

In accordance with applicable law and Board policy concerning student suspensions, expulsions, and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student in preschool, kindergarten, first grade, or second grade who engages in one or more of the following activities while on district property, in a school building, in a district or school vehicle, at a district or school activity or event, or off district property when the conduct has a nexus to school or any district curricular or non-curricular event:

1. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
2. Violation of the Board's policy on student conduct involving drugs and alcohol.



3. Conduct that endangers the health or safety of others.

~~26.~~

Adoption: 2006

Revised: 5-10-2017

LEGAL REFS.: C.R.S. [18-3-202](#) *et seq. (offenses against person)*

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C.R.S. [18-4-301](#) *et seq.* (offenses against property)

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C.R.S. [22-12-105](#) (3) (authority to suspend or expel for false accusations)

C.R.S. [22-32-109.1](#) (2)(a)(I) (policy required as part of safe schools plan)

C.R.S. [22-32-109.1](#) (2)(a)(I)(A) (duty to adopt policies on student conduct, safety and welfare)

C.R.S. [22-32-109.1](#) (9) (immunity provisions in safe schools law)

C.R.S. [22-33-106](#) (1)(a-g) (grounds for suspension, expulsion, denial of admission)

CROSS REFS.: [AC](#), Nondiscrimination/Equal Opportunity

[ADC](#), Tobacco-Free Schools

[ADD](#), Safe Schools

[ECAC](#), Vandalism

[GBGB](#), Staff Personal Security and Safety

[JBB\\*](#), Sexual Harassment

[JIC](#), Student Conduct

[JICA](#), Student Dress Code

[JICC](#), Student Conduct in School Vehicles

[JICDD\\*](#), Violent and Aggressive Behavior

[JICDE\\*](#), Bullying Prevention and Education

[JICF](#), Secret Societies/Gang Activity

[JICH](#), Drug and Alcohol Involvement by Students

[JICI](#), Weapons in School

[JK](#), Student Discipline

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[JKD/JKE](#), Suspension/Expulsion of Students

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

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# Strasburg School District 31J

Policy:	File:
Code of Conduct	JICDA
Adopted:	Revision:
2006	January 2023

## Students in third grade and higher grade levels

In accordance with applicable law and Board policy concerning student suspensions, expulsions, and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student in third grade and higher grade levels who engages in one or more of the following activities while in school buildings, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, and off district property when the conduct has a nexus to school or any district curricular or non-curricular event:

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the Board's policy on bullying prevention and education.

9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or regulations, or established school rules.
11. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff.

### **Students in preschool through second grade**

In accordance with applicable law and Board policy concerning student suspensions, expulsions, and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student in preschool, kindergarten, first grade, or second grade who engages in

one or more of the following activities while on district property, in a school building, in a district or school vehicle, at a district or school activity or event, or off district property when the conduct has a nexus to school or any district curricular or non-curricular event:

1. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
2. Violation of the Board's policy on student conduct involving drugs and alcohol.
3. Conduct that endangers the health or safety of others.

Adopted: 2006

Revised: 05-10-2017

Revised: 01-10-2023

LEGAL REFS.: C.R.S. [18-3-202](#) *et seq. (offenses against person)*  
C.R.S. [18-4-301](#) *et seq. (offenses against property)*  
C.R.S. [18-9-124](#) (2)(a) *(prohibition of hazing)*  
C.R.S. [22-12-105](#) (3) *(authority to suspend or expel for false accusations)*  
C.R.S. [22-32-109.1](#) (2)(a)(I) *(policy required as part of safe schools plan)*  
C.R.S. [22-32-109.1](#) (2)(a)(I)(A) *(duty to adopt policies on student conduct, safety and welfare)*  
C.R.S. [22-32-109.1](#) (9) *(immunity provisions in safe schools law)*  
C.R.S. [22-33-106](#) (1)(a-g) *(grounds for suspension, expulsion, denial of admission)*  
C.R.S. [22-33-106.1](#) *(suspension and expulsion for students in preschool through second grade)*

CROSS REFS.: [AC](#), Nondiscrimination/Equal Opportunity  
[ADC](#), Tobacco-Free Schools  
[ADD](#), Safe Schools  
[GBGB](#), Staff Personal Security and Safety  
[JBB\\*](#), Sexual Harassment  
[JIC](#), Student Conduct  
[JICA](#), Student Dress Code  
[JICC](#), Student Conduct in School Vehicles  
[JICDD\\*](#), Violent and Aggressive Behavior  
[JICDE\\*](#), Bullying Prevention and Education  
[JICE](#), Secret Societies/Gang Activity  
[JICH](#), Drug and Alcohol Involvement by Students

[JICI](#), Weapons in School

[JK](#), Student Discipline

[JKD/JKE](#), Suspension/Expulsion of Students (and Other Disciplinary Interventions)

## **Bullying Prevention and Education**

The Board of Education supports a secure school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of their academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or the need for special education services, whether such characteristic(s) is actual or perceived.

Bullying is prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

A student who engages in any act of bullying and/or a student who takes any retaliatory action against a student who reports in good faith an incident of bullying, is subject to appropriate disciplinary action including but not limited to suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior will be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment will be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

The superintendent will develop a comprehensive program to address bullying at all school levels. The program will be aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents, and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff and students in taking proactive steps to prevent bullying from occurring.



3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
5. To foster a productive partnership with parents and community members in order to help maintain a bullying-free environment.
6. To support targets of bullying by means of individual and peer counseling.
7. To help develop peer support networks, social skills, and confidence for all students.
8. To recognize and praise positive, supportive behaviors of students toward one another on a regular basis.

The district's comprehensive program to address bullying will incorporate provisions for adequate due processes and safeguards for students accused of bullying behaviors, in accordance with applicable law and Board policy.

The district will administer surveys of students' impressions of the severity of bullying in their schools. Such surveys will be conducted in accordance with applicable law and Board policy. Students' survey responses will be confidential. Participation in the surveys will not be required and students may voluntarily "opt in" to participate in the survey.

The district school(s) included in the district's bullying prevention and education grant will appoint a team of persons to advise school administration concerning the severity and frequency of bullying incidents. The school team(s) may include, but need not be limited to, counselors, teachers, school administrators, parents, students, law enforcement officials, social workers, prosecutors, health professionals, and mental health professionals.

Adopted: 2006

Revised: 3-25-2020

Revised: 1-12-2022

LEGAL REF.: C.R.S. 22-32-109.1 (2)(a)(I)(K) (*policy required as part of safe schools plan*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
JB, Equal Educational Opportunities  
JBB\*, Sexual Harassment

JICDA, Code of Conduct  
JICDD\*, Violent and Aggressive Behavior  
JICDE\*-E-1, Bullying Report Form – Exhibit  
JICDE\*-E-2, Bullying Investigation Form – Exhibit  
JICJ, Student Use of Cell Phones and Other Personal Technology Devices  
JK, Student Discipline  
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)  
JLDAC, Screening/Testing of Students (And Treatment of Mental Disorders)

*NOTE: For purposes of this policy, these terms have the following meanings:*

- *“Race” includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).*
- *“Protective Hairstyle” includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id.*
- *“Sexual Orientation” means an individual’s identity, or another individual’s perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-401 (13.5).*
- *“Gender Expression” means an individual’s way of reflecting and expressing the individual’s gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4).*
- *“Gender Identity” means an individual’s innate sense of the individual’s own gender, which may or may not correspond with the individual’s sex assigned at birth. C.R.S. 2-4-401 (3.5).*

File: JICDE\*

**[Revised September 2021]**  
COLORADO SAMPLE POLICY 2001©

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## Bullying Prevention and Education

### Statement of purpose

The Board of Education supports a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying and other behaviors as defined below are prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

### Prohibited behavior

- Bullying
- Retaliation against those reporting bullying and/or other behaviors prohibited by this policy
- Making knowingly false accusations of bullying behavior

### Definitions

**Bullying** is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expression (i.e., cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of their academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or the need for special education services, whether such characteristic(s) is actual or perceived.

**Retaliation** is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

**False accusations** of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

~~Bullying is prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.~~

~~A student who engages in any act of bullying and/or a student who takes any retaliatory action against a student who reports in good faith an incident of bullying, is subject to appropriate disciplinary action including but not limited to suspension, expulsion and/or referral to law-enforcement authorities. The severity and pattern, if any, of the bullying behavior will be taken into~~

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~~consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment will be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.~~

#### Prevention and intervention

The superintendent will develop a comprehensive program to address bullying at all school levels, and will ensure that the program is consistently applied across all students and staff.~~The~~The program will be aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents, and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff and students in taking proactive steps to prevent bullying from occurring, which includes but is not limited to, training on the bullying prevention and education policy, how to recognize and intervene in bullying situations, and positive school climate practices.

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3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
5. To foster a productive partnership with parents and community members in order to help maintain a bullying-free environment.
6. To support targets of bullying through a layered continuum of support that includes, but is not limited to by means of individual and peer counseling.
7. To help develop peer support networks, social skills, and confidence for all students.
8. To support positive school climate efforts that clearly define, teach, and reinforce prosocial behavior. This includes intentional efforts to promote positive relationships between staff and students as well as students with other students. To recognize and praise positive, supportive behaviors of students toward one another on a regular basis.
9. 9. To designate a team of persons at each school who advise the school administration on the severity and frequency of bullying. The team of persons at the school may include, but need not be limited to, school resource officers, social workers, school psychologists, health professionals, mental health professionals, members of bullying prevention or youth resiliency community organizations, counselors, teachers, administrators, parents, and students.
10. 10. To survey students' impressions of the severity and frequency of bullying behaviors in their school.
11. 11. To include students in the development, creation, and delivery of bullying prevention efforts as developmentally appropriate.
12. 12. To provide character building for students that includes, but is not limited to, age-appropriate, evidence-based social and emotional learning as well as information on the recognition and prevention of bullying behaviors.

8.

### **Reporting**

Any student who believes they have been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to a school administrator, counselor, or teacher.

### **Investigating and responding**

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As part of the superintendent's comprehensive program to address bullying, procedures will be developed with the goal of immediate intervention and investigation in response to reports of students engaged in bullying and/or other behaviors prohibited by this policy. Procedures will include, to the extent appropriate as determined by the investigator and designated administrator, and in accordance with applicable law and local school board policy and procedures, notification to parents/guardians of the results of bullying investigations and their right to appeal investigatory findings to the district.

#### **Supports and referrals**

As part of the superintendent's comprehensive program to address bullying, procedures will be developed with the aim toward accomplishing the following goals:

- Initiate efforts to change the behavior of students engaged in bullying behaviors.
- Support targets of bullying in ways that avoid increasing their likelihood of discipline.
- Support witnesses of bullying.

A student who engages in any act of bullying, retaliation, and/or other behaviors prohibited by this policy is subject to appropriate disciplinary action including but not limited to suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior will be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment will be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

~~The district's comprehensive program to address bullying will incorporate provisions for adequate due processes and safeguards for students accused of bullying behaviors, in accordance with applicable law and Board policy.~~

~~The district will administer surveys of students' impressions of the severity of bullying in their schools. Such surveys will be conducted in accordance with applicable law and Board policy. Students' survey responses will be confidential. Participation in the surveys will not be required and students may voluntarily "opt in" to participate in the survey.~~

~~The district school(s) included in the district's bullying prevention and education grant will appoint a team of persons to advise school administration concerning the severity and frequency of bullying incidents. The school team(s) may include, but need not be limited to, counselors, teachers, school administrators, parents, students, law enforcement officials, social workers, prosecutors, health professionals, and mental health professionals.~~

~~Adopted: 2006~~

~~Revised: 3-25-2020~~

~~Revised: 1-12-2022~~

~~LEGAL REF.: C.R.S. 22-32-109.1 (2)(a)(I)(K) (policy required as part of safe schools plan)~~

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity JB, Equal

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Educational Opportunities JBB\*, Sexual  
Harassment



File JICDE\*

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JICDA, Code of Conduct  
JICDD\*, Violent and Aggressive Behavior JICDE\*-E-1,  
Bullying Report Form – Exhibit JICDE\*-E-2, Bullying  
Investigation Form – Exhibit  
JICJ, Student Use of Cell Phones and Other Personal Technology Devices  
JK, Student Discipline  
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary  
Interventions)  
JLDAC, Screening/Testing of Students (And Treatment of Mental Disorders)

*NOTE: For purposes of this policy, these terms have the following meanings:*

- “Race” includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).
- “Protective Hairstyle” includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id.
- “Sexual Orientation” means an individual’s identity, or another individual’s perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-401 (13.5).
- “Gender Expression” means an individual’s way of reflecting and expressing the individual’s gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4).
- “Gender Identity” means an individual’s innate sense of the individual’s own gender, which may or may not correspond with the individual’s sex assigned at birth. C.R.S. 2-4-401 (3.5).

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**[Revised September 2021]**  
COLORADO SAMPLE POLICY 2001©



# Strasburg School District 31J

Policy:	File:
Bullying Prevention and Education	JICDE
Adopted:	Revision:
2006	January 2023

## Statement of purpose

The Board of Education supports a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying and other behaviors as defined below are prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

## Prohibited behavior

- Bullying
- Retaliation against those reporting bullying and/or other behaviors prohibited by this policy
- Making knowingly false accusations of bullying behavior

## Definitions

**Bullying** is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e., cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of their academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or the need for special education services, whether such characteristic(s) is actual or perceived.

**Retaliation** is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

**False accusations** of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

## Prevention and intervention

The superintendent will develop a comprehensive program to address bullying at all school levels and will ensure that the program is consistently applied across all students and staff. The program will be aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents, and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff on an annual basis in taking proactive steps to prevent bullying from occurring, which includes but is not limited to, training on the bullying prevention and education policy, how to recognize and intervene in bullying situations, and positive school climate practices.
3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
5. To foster a productive partnership with parents and community members in order to help maintain a bullying-free environment across settings.
6. To support targets of bullying through a layered continuum of supports that includes, but is not limited to, individual and peer counseling.
7. To help develop peer support networks, social skills, and confidence for all students.
8. To support positive school climate efforts that clearly define, teach, and reinforce prosocial behavior. This includes intentional efforts to promote positive relationships between staff and students as well as students with other students.
9. To designate a team of persons at each school who advise the school administration on the severity and frequency of bullying. The team of persons at the school may include, but need not be limited to, school resource officers, social workers, school psychologists, health professionals, mental health professionals, members of bullying prevention or youth resiliency community organizations, counselors, teachers, administrators, parents, and students.
10. To survey students' impressions of the severity and frequency of bullying behaviors in their school.
11. To include students in the development, creation, and delivery of bullying prevention efforts as developmentally appropriate.
12. To provide character building for students that includes, but is not limited to, age-appropriate, evidence-based social and emotional learning as well as information on the recognition and prevention of bullying behaviors.

*[Required for the School Bullying Prevention and Education Grant Program; otherwise optional: The district's comprehensive program to address bullying will incorporate provisions for adequate due processes and safeguards for students accused of bullying behaviors, in accordance with applicable law and Board policy.]*

## Reporting

Any student who believes they have been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to a school administrator, counselor, or teacher.

## Investigating and responding

As part of the superintendent's comprehensive program to address bullying, procedures will be developed with the goal of immediate intervention and investigation in response to reports of students engaged in bullying and/or other behaviors prohibited by this policy. Procedures will include, to the extent appropriate as determined by the investigator and designated administrator, and in accordance with applicable law and local school board policy and procedures, notification to parents/guardians of the results of bullying investigations and their right to appeal investigatory findings to the district.

## Supports and referrals

As part of the superintendent's comprehensive program to address bullying, procedures will be developed with the aim toward accomplishing the following goals:

- Initiate efforts to change the behavior of students engaged in bullying behaviors.
- Support targets of bullying in ways that avoid increasing their likelihood of discipline.
- Support witnesses of bullying.

A student who engages in any act of bullying, retaliation, and/or other behaviors prohibited by this policy is subject to appropriate disciplinary action including but not limited to suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior will be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment will be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

Adopted: 2006

Revised: 03-25-2020

Revised: 01-12-2022

Revised: 01-10-2023

LEGAL REF.: C.R.S. [22-32-109.1](#) (2)(a)(I)(K) (policy required as part of safe schools plan)

CROSS REFS.: [AC](#), Nondiscrimination/Equal Opportunity

[JB](#), Equal Educational Opportunities

[JBB\\*](#), Sexual Harassment

[JICDA](#), Code of Conduct

[JICDD\\*](#), Violent and Aggressive Behavior

[JICDE\\*-E-1](#), Bullying Report Form – Exhibit

[JICDE\\*-E-2](#), Bullying Investigation Form – Exhibit

[JICJ](#), Student Use of Cell Phones and Other Personal Technology Devices

[JK](#), Student Discipline

[JKD/JKE](#), Suspension/Expulsion of Students (and Other Disciplinary Interventions)

[JLDAC](#), Screening/Testing of Students (And Treatment of Mental Disorders)

## **School-Related Student Publications** (School Publications Code)

The Board encourages students to express their views in school-sponsored publications while observing rules for responsible journalism and complying with this policy and state and federal law. To protect the rights of all members of the school community and to support the district's educational mission and purposes, students are prohibited from publishing expression which:

- is false or obscene; -
- is libelous, slanderous or defamatory under state law;
- presents a clear and present danger of the commission of unlawful acts, violation of school rules or material and substantial disruption of the orderly operation of the school;
- violates the privacy rights of others; or
- threatens violence to property or persons.

Student editors of school-sponsored publications shall be responsible for determining the news, opinion and advertising content of their publications subject to the limitations of this policy, its accompanying regulation and applicable state and federal law. The publications advisor within each school shall be responsible for supervising the production of school-sponsored publications and for teaching and encouraging free and responsible expression and professional standards of journalism.

The publications advisor has authority to establish or limit writing assignments for students working with publications and to otherwise direct and control the learning experience that publications are intended to provide when participation in a school-sponsored publication is part of a school class or activity for which grades or school credits are given.

Adopted: 2006  
Revised: 5-16-2017  
08-08-2018



LEGAL REFS.: C.R.S. 22-1-120 (*rights of free expression for public school students*)  
C.R.S. 22-1-123 (5)(e) (*state law does not prevent a student who is working under the supervision of a journalism teacher or sponsor from preparing or participating in a survey, analysis or evaluation without obtaining written parental consent as long as participation is not prohibited by federal law*)  
C.R.S. 22-32-110 (1)(r) (*power to exclude materials that are immoral or pernicious*)

CROSS REF.: JLDAC, Screening/Testing of Students

*NOTE: The Board may want to consider a more conservative approach to the issue of editorial control of school-sponsored student publications than is reflected in this policy. Although the Colorado statute on this issue, C.R.S. 22-1-120, has never been tested in the courts, some believe that because the statute does not provide for a true "limited open forum," the Board can be more restrictive about who exercises ultimate editorial control. Some Colorado school boards have adopted policy vesting such control in the publications advisor subject to review by the superintendent and Board. We suggest discussing this issue with the district's legal counsel.*



# Strasburg School District 31J

Policy:	File:
School Related Student Publications	JICEA
Adopted:	Revision:
2006	January 2023

(School Publications Code)

The Board encourages students to express their views in school-sponsored publications while observing rules for responsible journalism and complying with this policy and state and federal law. To protect the rights of all members of the school community and to support the district's educational mission and purposes, students are prohibited from publishing expression which:

- is false or obscene;
- is libelous, slanderous, or defamatory under state law;
- presents a clear and present danger of the commission of unlawful acts, violation of school rules, or material and substantial disruption of the orderly operation of the school;
- violates the privacy rights of others; or
- threatens violence to property or persons.

Student editors of school-sponsored publications are responsible for determining the news, opinion, and advertising content of their publications subject to the limitations of this policy, its accompanying regulation, and applicable state and federal law. The publications advisor within each school is responsible for supervising the production of school-sponsored publications and for teaching and encouraging free and responsible expression and professional standards of journalism.

The publications advisor has authority to establish or limit writing assignments for students working with publications and to otherwise direct and control the learning experience that publications are intended to provide when participation in a school-sponsored publication is part of a school class or activity for which grades or school credits are given.

Adopted: 2006

Revised: 05-16-2017

Revised: 08-08-2018

Revised: 01-10-2023

LEGAL REFS.: C.R.S. [22-1-120](#) (rights of free expression for public school students)  
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C.R.S. [22-32-110](#) (1)(r) (power to exclude materials that are immoral or pernicious)

CROSS REF.: [JLDAC](#), Screening/Testing of Students

## **School-Related Student Publications** (School Publications Code)

### **1. Purpose**

School-sponsored publications provide an educational activity through which students can gain experience in reporting, writing, editing and understanding responsible journalism. Content of school-sponsored publications should reflect all areas of student interest, including topics about which there may be dissent or controversy.

### **2. Prohibited materials**

**The following defines those materials prohibited by this regulation's accompanying policy.**

a. Students may not publish or distribute material that is obscene. "Obscene" means:

- The average person applying contemporary community standards finds that the publication, taken as a whole, appeals to a minor's prurient interest in sex.
- The publication depicts or describes in a patently offensive way sexual conduct such as ultimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of genitals.
- The work, taken as a whole, lacks serious literary, artistic, political or scientific value.

b. Students may not publish expression that is libelous, slanderous or defamatory under state law. "Libelous" is defined as a false and unprivileged statement about a person that injures the individual's reputation in the community.

c. Expression that is false as to any person who is not a public figure or involved in a matter of public concern is prohibited.

If the allegedly libeled individual is a "public figure or official," the official must show that the false statement was published with actual malice, as the terms are defined in law.

d. Expression which presents a clear and present danger of the commission of unlawful acts, violation of school rules, or material and substantial disruption of the orderly operation of the school, violates the rights of others to privacy, or threatens violence to property or persons is prohibited.

In order for a student publication to be considered disruptive, there must exist specific facts upon which it would be reasonable to forecast that a

clear and present likelihood of an immediate, substantial material disruption to normal school activity would occur if the material were distributed. Material that stimulates heated discussion or debate does not constitute the type of disruption that is prohibited.

### **3. Time, place and manner restrictions**

The principal will coordinate with the publications advisor on the time, place and manner of distributing school-sponsored publications to reduce any conflict with school instructional time and/or reduce any disruption of the orderly operation of the school which might be caused by the distribution of school-sponsored publications.

### **4. Procedures for resolving differences**

Student editors will work first with the publications advisor to resolve any differences. If the problem cannot be resolved at this level, the student editors and/or the publications advisor will work with the principal to resolve any problems. If the problem is not resolved at the principal level, the student editors and/or the publications advisor may appeal to the superintendent. The superintendent's decision shall be final.

Adopted: 2006  
Revised: 5/10/2017  
08-08-2018



# Strasburg School District 31J

Policy:	File:
School Related Student Publications	JICEA-R
Adopted:	Revision:
2006	January 2023

(School Publications Code)

## 1. Purpose

School-sponsored publications provide an educational activity through which students can gain experience in reporting, writing, editing and understanding responsible journalism. Content of school-sponsored publications should reflect all areas of student interest, including topics about which there may be dissent or controversy.

## 2. Prohibited materials

The following defines those materials prohibited by this regulation's accompanying policy.

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(1) The average person applying contemporary community standards finds that the publication, taken as a whole, appeals to a minor's prurient interest in sex.

(2) The publication depicts or describes in a patently offensive way sexual conduct such as ultimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of genitals.

(3) The work, taken as a whole, lacks serious literary, artistic, political or scientific value.

b. Students may not publish expression that is libelous, slanderous or defamatory under state law. "Libelous" is defined as a false and unprivileged statement about a person that injures the individual's reputation in the community.

c. Expression that is false as to any person who is not a public figure or involved in a matter of public concern is prohibited.

If the allegedly libeled individual is a "public figure or official," the official must show that the false statement was published with actual malice, as the terms are defined in law.

d. Expression which presents a clear and present danger of the commission of unlawful acts, violation of school rules, or material and substantial disruption of the orderly operation of the school, violates the rights of others to privacy, or threatens violence to property or persons is prohibited.

In order for a student publication to be considered disruptive, there must exist specific facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial material disruption to normal school activity would occur if the material were distributed.

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### **4. Procedures for resolving differences**

Student editors will work first with the publications advisor to resolve any differences. If the problem cannot be resolved at this level, the student editors and/or the publications advisor will work with the principal to resolve any problems. If the problem is not resolved at the principal level, the student editors and/or the publications advisor may appeal to the superintendent. The superintendent's decision shall be final.

Adopted: 2006

Revised: 05-10-2017

Revised: 08-08-2018

Revised: 01-10-2023

## **Extracurricular Activity Eligibility**

### **Definitions**

For purposes of this policy, the following definitions apply:

1. “Activity” means any extracurricular or interscholastic activity including but not limited to any academic, artistic, athletic, recreational or other related activity offered by a public school.
2. “School of attendance” means the school in which a student is enrolled and attends classes.
3. “District of residence” means the school district in which a student resides.
4. “District of attendance” means the school district in which a student is enrolled and attends classes if the student does not attend school in his or her district of residence. For a homeschooled student, the district of attendance shall be determined in accordance with C.R.S. 22-33-104.5 (6).
5. “School of participation” means a school in which the student participates in an activity but is not the student’s school of attendance.

### **Participation in activities**

Students meeting eligibility requirements may participate in activities at their school of attendance. Subject to the same eligibility requirements and in accordance with this policy and applicable law, the district shall allow students enrolled in any school (including charter schools, online education programs, nonpublic schools and nonpublic home-based educational programs) to participate on an equal basis in any activity offered by the district that is not offered at a student’s school of attendance.

If an activity is not available at a student’s school of attendance, the student may participate at another public school in the district of attendance or district of residence.

If an activity is not offered at any public school in the district of attendance or the district of residence, the student may seek to participate in a contiguous school district or at the nearest public school that offers the activity even if the school is not in a contiguous school district.

Regardless of whether the student seeks to participate in an activity at a public school in the district of attendance, district of residence, contiguous district or other district, the district in which the student seeks to participate shall choose the school of participation.



In choosing a school of participation, the district shall seek to maximize all students' opportunities to participate in activities and shall consider certain factors, including but not limited to:

1. which public school of the district offers the most activities in which the student wishes to participate;
2. which public school or schools are nearest to the student's residence;
3. the preferences of the student's parents/guardians; and
4. such issues as may be presented for the district's consideration by a statewide high school activities association.

A student may participate in activities at more than one school of participation during the same school year only if the original school of participation does not offer an activity in which the student wishes to participate. This limitation applies regardless of whether the student participates in activities at a public or nonpublic school. Any additional school(s) of participation shall be chosen by the district in accordance with this policy.

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

### **Eligibility requirements**

Eligibility requirements in the bylaws of the Colorado High School Activities Association (CHSAA) shall be observed by students at the high school level. Additional eligibility requirements may be imposed by the district for both high school and middle school students. Such eligibility requirements may include, but not be limited to, good citizenship, acceptable academic standing, parental permission and good health (sports only).

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

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

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

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

If a student has not met all of the eligibility requirements or if the student would have become ineligible to participate at a school, the student cannot gain or regain

eligibility by applying to participate in activities at another school. Any penalties assessed to the student must first be paid at the school of attendance or participation before regaining eligibility to participate at another school.

### **Transfer students**

If a student transfers enrollment to another school without an accompanying change of domicile by the student's parent/guardian, the student's eligibility to participate is determined by the district's eligibility requirements, CHSAA bylaws and applicable law.

### **Participation fee**

Except as otherwise prohibited by state law, nonenrolled students participating in district activities shall pay the same fee charged enrolled students for participation in the activity. *[NOTE: The district may charge nonenrolled students up to 150% of the fee charged enrolled students. The district cannot charge a participation fee to any student in out-of-home placement, as that term is defined by C.R.S. 22-32-138 (1)(e).]*

### **Appeal**

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

Adopted: 2006  
Revised: 2/2018

LEGAL REFS.: C.R.S. 22-30.7-108 (*online students' participation in extracurricular or interscholastic activities*)  
C.R.S. 22-32-116.5 (*participation in extracurricular and interscholastic activities*)  
C.R.S. 22-32-138 (7) (*waiver of extracurricular fees for students in out-of-home placements*)  
C.R.S. 22-33-104.5 (6) (*homeschooled students' participation in extracurricular and interscholastic activities*)

CROSS REFS.: IHBG, Home Schooling  
JFABE\*, Students in Foster Care

*NOTE: The Jake Snakenberg Youth Concussion Act, C.R.S. 25-43-101 et seq., requires coaches of youth sports to receive training on how to recognize a concussion, and also requires students suspected of sustaining a concussion to be removed from play and cleared by a health care provider prior to return to play. Concussion training resources can be found on the Colorado High School Activities Association's website. Concussion management guidelines are available from the Colorado Department of Education.*

File: JJJ

**[Revised January 2018]**  
COLORADO SAMPLE POLICY 1994©

## **Extracurricular Activity Eligibility**

### **Definitions**

For purposes of this policy, the following definitions apply:

1. "Activity" means any extracurricular or interscholastic activity including but not limited to any academic, artistic, athletic, recreational or other related activity offered by a public school.
2. "School of attendance" means the school in which a student is enrolled and attends classes.
3. "District of residence" means the school district in which a student resides.
4. "District of attendance" means the school district in which a student is enrolled and attends classes if the student does not attend school in his or her district of residence. For a homeschooled student, the district of attendance shall be determined in accordance with C.R.S. 22-33-104.5 (6).
5. "School of participation" means a school in which the student participates in an activity but is not the student's school of attendance.

### **Participation in activities**

Students meeting eligibility requirements may participate in activities at their school of attendance. Subject to the same eligibility requirements and in accordance with this policy and applicable law, the district shall allow students enrolled in any school (including charter schools, online education programs, nonpublic schools and nonpublic home-based educational programs) to participate on an equal basis in any activity offered by the district that is not offered at a student's school of attendance.

If an activity is not available at a student's school of attendance, the student may participate at another public school in the district of attendance or district of residence.

If an activity is not offered at any public school in the district of attendance or the district of residence, the student may seek to participate in a contiguous school district or at the nearest public school that offers the activity even if the school is not in a contiguous school district.

Regardless of whether the student seeks to participate in an activity at a public school in the district of attendance, district of residence, contiguous district or other district, the district in which the student seeks to participate shall choose the school of participation.

File: JJJ

In choosing a school of participation, the district shall seek to maximize all students' opportunities to participate in activities and shall consider certain factors, including but not limited to:

1. which public school of the district offers the most activities in which the student wishes to participate;
2. which public school or schools are nearest to the student's residence;
3. the preferences of the student's parents/guardians; and
4. such issues as may be presented for the district's consideration by a statewide high school activities association.

A student may participate in activities at more than one school of participation during the same school year only if the original school of participation does not offer an activity in which the student wishes to participate. This limitation applies regardless of whether the student participates in activities at a public or nonpublic school. Any additional school(s) of participation shall be chosen by the district in accordance with this policy.

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

### **Eligibility requirements**

Eligibility requirements in the bylaws of the Colorado High School Activities Association (CHSAA) shall be observed by students at the high school level. Additional eligibility requirements may be imposed by the district for both high school and middle school students. Such eligibility requirements may include, but not be limited to, good citizenship, acceptable academic standing, parental permission and good health (sports only).

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

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

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

If a student has not met all of the eligibility requirements or if the student would have become ineligible to participate at a school, the student cannot gain or regain

eligibility by applying to participate in activities at another school. Any penalties assessed to the student must first be paid at the school of attendance or participation before regaining eligibility to participate at another school.

### Transfer students

If a student transfers enrollment to another school without an accompanying change of domicile by the student's parent/guardian, the student's eligibility to participate is determined by the district's eligibility requirements, CHSAA bylaws and applicable law.

### Participation fee

Except as otherwise prohibited by state law, non-enrolled students participating in district activities shall pay the same fee charged enrolled students for participation in the activity. ~~{NOTE: The district may charge nonenrolled students up to 150% of the fee charged enrolled students. The district cannot charge a participation fee to any student in out of home placement, as that term is defined by C.R.S. 22-32-138- (1)(e).}~~

Appeal

#### Appeal:

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

Adopted: 2006

Revised: 2/2018

LEGAL REFS.: C.R.S. 22-30.7-108 (online students' participation in extracurricular or interscholastic activities)  
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CROSS REFS.: IHBG, Home Schooling  
JFABE\*, Students in Foster Care

NOTE: The Jake Snakenberg Youth Concussion Act, C.R.S. 25-43-101 et seq., requires coaches of youth sports to receive training on how to recognize a concussion, and also requires students suspected of sustaining a concussion to be removed from play and cleared by a health care provider prior to return to play. Concussion training resources can be found on the Colorado High School Activities Association's website. Concussion management guidelines are available from the Colorado Department of Education.

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File: JJJ

**[Revised January 2018]**  
COLORADO SAMPLE POLICY 1994©



# Strasburg School District 31J

Policy:	File:
Extracurricular Activity Eligibility	JJJ
Adopted:	Revision:
2006	January 2023

## Definitions

For purposes of this policy, the following definitions apply:

1. "Activity" means any extracurricular or interscholastic activity including but not limited to any academic, artistic, athletic, recreational or other related activity offered by a public school.
2. "School of attendance" means the school in which a student is enrolled and attends classes.
3. "District of residence" means the school district in which a student resides.
4. "District of attendance" means the school district in which a student is enrolled and attends classes if the student does not attend school in his or her district of residence. For a homeschooled student, the district of attendance shall be determined in accordance with C.R.S. [22-33-104.5](#) (6).
5. "School of participation" means a school in which the student participates in an activity but is not the student's school of attendance.

## Participation in activities

Students meeting eligibility requirements may participate in activities at their school of attendance. Subject to the same eligibility requirements and in accordance with this policy and applicable law, the district shall allow students enrolled in any school (including charter schools, online education programs, nonpublic schools and nonpublic home-based educational programs) to participate on an equal basis in any activity offered by the district that is not offered at a student's school of attendance.

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If an activity is not offered at any public school in the district of attendance or the district of residence, the student may seek to participate in a contiguous school district or at the nearest public school that offers the activity even if the school is not in a contiguous school district.

Regardless of whether the student seeks to participate in an activity at a public school in the district of attendance, district of residence, contiguous district or other district, the district in which the student seeks to participate shall choose the school of participation.

In choosing a school of participation, the district shall seek to maximize all students' opportunities to participate in activities and shall consider certain factors, including but not limited to:



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### **Appeal**

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

Adopted: 2006

Revised: 02-01-2018

Revised: 01-10-2023

LEGAL REFS.: C.R.S. [22-30.7-108](#) (*online students' participation in extracurricular or interscholastic activities*)

C.R.S. [22-32-116.5](#) (*participation in extracurricular and interscholastic activities*)

C.R.S. [22-32-138](#) (7) (*waiver of extracurricular fees for students in out-of-home placements*)

C.R.S. [22-33-104.5](#) (6) (*homeschooled students' participation in extracurricular and interscholastic activities*)

CHSAA bylaw 5060 (*if district has more than one high school, must adopt policy for placing students competing in high school activities*)

CROSS REFS.: [IHBG](#), Home Schooling

[JFABE\\*](#), Students in Foster Care

## **Use of Physical Intervention and Restraint**

To maintain a safe learning environment, district employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

### **Physical intervention**

Corporal punishment shall not be administered to any student by any district employee.

Within the scope of their employment, district employees may use reasonable and appropriate physical intervention with a student, that does not constitute restraint as defined by this policy, to accomplish the following:

1. To quell a disturbance threatening physical injury to the student or others.
2. To obtain possession of weapons or other dangerous objects upon or within the control of the student.
3. For the purpose of self-defense.
4. For the protection of persons against physical injury or to prevent the destruction of property which could lead to physical injury to the student or others.

Under no circumstances shall a student be physically held for more than five minutes unless the provisions regarding restraint contained in this policy and accompanying regulation are followed.

### **Restraint**

For purposes of this policy and accompanying regulation, restraint is defined as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to bodily physical force, and seclusion. Restraint shall not include the holding

of a student for less than five minutes by a district employee for the protection of the student or others and other actions excluded from the definition of restraint in state law.

District employees shall not use restraint as a punitive form of discipline or as a threat to control or gain compliance of a student's behavior. District employees are also prohibited from restraining a student by use of a prone restraint, mechanical restraint or chemical restraint, as those terms are defined by applicable state law and this policy's accompanying regulation.

Restraint shall only be administered by district employees trained in accordance with applicable State Board of Education rules.

### **Exceptions**

The prohibition on the use of mechanical or prone restraints ~~provisions~~ in this policy and accompanying regulation shall not apply to:

1. Certified peace officers or armed security officers working in a school and who meet the legal requirements of C.R.S. 26-20-111 (3) and
2. When the student is openly displaying a deadly weapon, as defined in C.R.S. 18-1-901 (3)(e).

Adopted: 2006

Revised: 9-14-2017

LEGAL REFS.: C.R.S. 18-1-703 (*use of physical force by those supervising minors*)  
C.R.S. 18-1-901 (3)(e) (*definition of a deadly weapon*)  
C.R.S. 18-6-401 (1) (*definition of child abuse*)  
C.R.S. 19-1-103 (1) (*definition of abuse and neglect*)  
C.R.S. 22-32-109.1 (2)(a) (*adoption and enforcement of discipline code*)  
C.R.S. 22-32-109.1 (2)(a)(I)(D) (*policy required as part of safe schools plan*)  
C.R.S. 22-32-109.1 (2)(a)(I)(L) (*policies for use of restraint and seclusion on students and information on the process for filing a complaint regarding the use of restraint or seclusion shall be included in student conduct and discipline code*)  
C.R.S. 22-32-109.1 (9) (*immunity provisions in safe schools law*)  
C.R.S. 22-32-147 (*use of restraints on students*)  
C.R.S. 26-20-101 *et seq.* (*Protection of Persons from Restraint Act*)  
  
1 CCR 301-45 (*State Board of Education rules for the Administration of the Protection of Persons from Restraint Act*)



# Strasburg School District 31J

Policy:	File:
Use of Physical Intervention and Restraint	JKA
Adopted:	Revision:
2006	January 2023

To maintain a safe learning environment, district employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

## **Physical intervention**

Corporal punishment shall not be administered to any student by any district employee.

Within the scope of their employment, district employees may use reasonable and appropriate physical intervention with a student, that does not constitute restraint as defined by this policy, to accomplish the following:

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2. To obtain possession of weapons or other dangerous objects upon or within the control of the student.
3. For the purpose of self-defense.
4. For the protection of persons against physical injury or to prevent the destruction of property which could lead to physical injury to the student or others.

Under no circumstances shall a student be physically held for more than five minutes unless the provisions regarding restraint contained in this policy and accompanying regulation are followed.

## **Restraint**

For purposes of this policy and accompanying regulation, restraint is defined as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to bodily physical force and seclusion. Restraint shall not include the holding of a student for less than five minutes by a district employee for the protection of the student or others and other actions excluded from the definition of restraint in state law.

District employees shall not use restraint as a punitive form of discipline or as a threat to control or gain compliance of a student's behavior. District employees are also prohibited from restraining a student by use of a prone restraint, mechanical restraint or chemical restraint, as those terms are defined by applicable state law and this policy's accompanying regulation.

Restraint shall only be administered by district employees trained in accordance with applicable State Board of Education rules.

### Exceptions

The prohibition on the use of mechanical or prone restraints in this policy and accompanying regulation shall not apply to:

1. Certified peace officers or armed security officers working in a school and who meet the legal requirements of C.R.S. [26-20-111](#) (3); and
2. When the student is openly displaying a deadly weapon, as defined in C.R.S. [18-1-901](#) (3)(e).

Adopted: 2006

Revised: 09-14-2017

Revised: 01-10-2023

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1 CCR [301-45](#) (*State Board of Education rules for the Administration of the Protection of Persons from Restraint Act*)

## Use of Physical Intervention and Restraint

### A. Definitions

In accordance with **state law and** the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, the following definitions apply for purposes of this regulation and accompanying policy.

1. "Restraint" means any method or device used to involuntarily limit freedom of movement, including but not limited to bodily physical force, and seclusion.
2. "Physical restraint" means the use of bodily, physical force to involuntarily limit an individual's freedom of movement. "Physical restraint" does not include:
  - a. holding of a student for less than five minutes by a staff person for the protection of the student or others;
  - b. brief holding of a student by one adult for the purpose of calming or comforting the student;
  - c. minimal physical contact for the purpose of safely escorting a student from one area to another;
  - d. minimal physical contact for the purpose of assisting the student in completing a task or response.
3. "Mechanical restraint" means a physical device used to involuntarily restrict the movement of a student or the movement or normal function of the student's body. "Mechanical restraint" does not include:
  - a. devices recommended by a physician, occupational therapist or physical therapist and agreed to by a student's IEP team or Section 504 team and used in accordance with the student's Individualized Education Program (IEP) or Section 504 plan;
  - b. protective devices such as helmets, mitts, and similar devices used to prevent self-injury and in accordance with a student's IEP or Section 504 plan;
  - c. adaptive devices to facilitate instruction or therapy and used as recommended by an occupational therapist or physical therapist, and consistent with a student's IEP or Section 504 plan; or
  - d. positioning or securing devices used to allow treatment of a student's medical needs.
4. "Chemical restraint" means administering medication to a student (including medications prescribed by the student's physician) on an as needed basis for the sole purpose of involuntarily limiting the student's freedom of movement. "Chemical restraint" does not include:
  - a. prescription medication that is regularly administered to the student for

- medical reasons other than to restrain the student's freedom of movement (e.g. Asthma-cort, medications used to treat mood disorders or ADHD, Glucagon); or
  - b. the administration of medication for voluntary or life-saving medical procedures (e.g. EpiPens, Diastat).
5. "Prone restraint" means a restraint in which the student being restrained is secured in a prone (i.e., face-down) position.
  6. "Seclusion" means the placement of a student alone in a room from which egress is involuntarily prevented. "Seclusion" does not mean:
    - a. placement of a student in residential services in the student's room for the night; or
    - b. time-out.
  7. "Time-out" is the removal of a student from potentially rewarding people or situations. A time-out is not used primarily to confine the student, but to limit accessibility to reinforcement. In time-out, the student is not physically prevented from leaving the designated time-out area and is effectively monitored by staff.
  8. "Emergency" means serious, probable, imminent threat of bodily injury to self or others with the present ability to effect such bodily injury. Emergency includes situations in which the student creates such a threat by abusing or destroying property.
  9. "Bodily injury" means physical pain, illness or any impairment of physical or mental condition as defined in C.R.S. 18-1-901 (3)(c).
  10. "State Board Rules" mean the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, 1 CCR 301-45.
  11. "Parent" shall be as defined by the State Board rules.

## **B. Basis for use of restraint**

Restraints shall only be used:

1. In an emergency and with extreme caution; and
2. After:
  - a. the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and restructuring the environment); or
  - b. a determination that such alternatives would be inappropriate or ineffective under the circumstances.
3. Restraints shall never be used as a punitive form of discipline or as a threat to gain control or gain compliance of a student's behavior.
4. School personnel shall:



- a. use restraints only for the period of time necessary and using no more force than necessary; and
- b. prioritize the prevention of harm to the student.

**C. Duties related to the use of restraint – general requirements**

When restraints are used, the district shall ensure that:

1. no restraint is administered in such a way that the student is inhibited or impeded from breathing or communicating;
2. no restraint is administered in such a way that places excess pressure on the student's chest, back, or causes positional asphyxia;
3. restraints are only administered by district staff who have received training in accordance with the State Board rules;
4. opportunities to have the restraint removed are provided to the student who indicates he/she is willing to cease the violent or dangerous behavior;
5. when it is determined by trained district staff that the restraint is no longer necessary to protect the student or others (i.e. the emergency no longer exists), the restraint shall be removed; and
6. the student is reasonably monitored to ensure the student's physical safety.

Additionally, in the case of seclusion, staff shall reintegrate the student or clearly communicate to the student that the student is free to leave the area used to seclude the student.

**D. Proper administration of specific restraints**

1. Chemical restraints shall not be used.
2. Mechanical and prone restraints shall not be used, except in the limited circumstances permitted by state law and described as exceptions in the accompanying policy.
3. Physical restraint
  - a. A person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student.
  - b. A restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised.
  - c. A student shall be released from physical restraint within fifteen minutes after the initiation of the restraint, except when precluded for safety reasons.
4. Seclusion
  - a. Relief periods from seclusion shall be provided for reasonable access to toilet facilities.

- b. Any space in which a student is secluded shall have adequate lighting, ventilation and size.
- c. To the extent possible under the specific circumstances, the space should be free of injurious items.

**E. Notification requirements**

1. If there is a reasonable probability that restraint might be used with a particular student, appropriate school staff shall notify, in writing, the student's parents, and, if appropriate, the student of:
  - a. the restraint procedures (including types of restraints) that might be used;
  - b. specific circumstances in which restraint might be used; and
  - c. staff involved.
2. For students with disabilities, if the parents request a meeting with school personnel to discuss the notification, school personnel shall ensure that the meeting is convened.
3. The required notification may occur at the meeting where the student's behavior plan or IEP is developed/reviewed.

**F. Documentation requirements**

1. If restraints are used, a written report shall be submitted within one school day to school administration.
2. The school principal or designee shall verbally notify the parents as soon as possible but no later than the end of the school day that the restraint was used.
3. A written report based on the findings of the staff review required by paragraph G. below shall be emailed, faxed or mailed to the student's parent within five calendar days of the use of restraint. The written report of the use of restraint shall include:
  - a. the antecedent to the student's behavior if known;
  - b. a description of the incident;
  - c. efforts made to de-escalate the situation;
  - d. alternatives that were attempted;
  - e. the type and duration of the restraint used;
  - f. injuries that occurred, if any; and
  - g. the staff present and staff involved in administering the restraint.
4. A copy of the written report on the use of restraint shall be placed in the student's confidential file.

**G. Review of specific incidents of restraint**

1. The district shall ensure that a review process is established and conducted for each incident of restraint used. The purpose of this review shall be to ascertain that appropriate procedures were followed and to

minimize future use of restraint.

2. The review shall include, but is not limited to:
  - a. staff review of the incident;
  - b. follow up communication with the student and the student's family;
  - c. review of the documentation to ensure use of alternative strategies;  
and
  - d. recommendations for adjustment of procedures, if appropriate.
3. If requested by the district or the student's parents, the district shall convene a meeting to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.

#### **H. General review process**

1. The district shall ensure that a general review process is established, conducted and documented in writing at least annually. The purpose of the general review is to ascertain that the district is properly administering restraint, identifying additional training needs, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.
2. The review shall include, but is not limited to:
  - a. analysis of incident reports, including all reports prepared pursuant to paragraphs F.1 and F.3 above and including, but not limited to, procedures used during the restraint, preventative or alternative techniques tried, documentation, and follow up;
  - b. training needs of staff;
  - c. staff to student ratio; and
  - d. environmental conditions, including physical space, student seating arrangements and noise levels.

#### **I. Staff training**

1. The district shall ensure that staff utilizing restraint in schools are trained in accordance with the State Board rules.
2. Training shall include:
  - a. a continuum of prevention techniques;
  - b. environmental management;
  - c. a continuum of de-escalation techniques;
  - d. nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint;
  - e. methods to explain the use of restraint to the student who is to be restrained and to the student's family; and
  - f. appropriate documentation and notification procedures.

File: JKA-R

3. Retraining shall occur at a frequency of at least every two years.

Adopted: 2006

Revised: 9-14-2017



# Strasburg School District 31J

Policy:	File:
Use of Physical Intervention and Restraint	JKA-R
Adopted:	Revision:
2006	January 2023

## A. Definitions

In accordance with state law and the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, the following definitions apply for purposes of this regulation and accompanying policy.

1. "Restraint" means any method or device used to involuntarily limit freedom of movement, including but not limited to bodily physical force and seclusion.
2. "Physical restraint" means the use of bodily, physical force to involuntarily limit an individual's freedom of movement. "Physical restraint" does not include:
  - a. holding of a student for less than five minutes by a staff person for the protection of the student or others;
  - b. brief holding of a student by one adult for the purpose of calming or comforting the student;
  - c. minimal physical contact for the purpose of safely escorting a student from one area to another;
  - d. minimal physical contact for the purpose of assisting the student in completing a task or response.
3. "Mechanical restraint" means a physical device used to involuntarily restrict the movement of a student or the movement or normal function of the student's body. "Mechanical restraint" does not include:
  - a. devices recommended by a physician, occupational therapist or physical therapist and agreed to by a student's IEP team or Section 504 team and used in accordance with the student's Individualized Education Program (IEP) or Section 504 plan;
  - b. protective devices such as helmets, mitts, and similar devices used to prevent self-injury and in accordance with a student's IEP or Section 504 plan;
  - c. adaptive devices to facilitate instruction or therapy and used as recommended by an occupational therapist or physical therapist, and consistent with a student's IEP or Section 504 plan; or
  - d. positioning or securing devices used to allow treatment of a student's medical needs.

4. "Chemical restraint" means administering medication to a student (including medications prescribed by the student's physician) on an as needed basis for the sole purpose of involuntarily limiting the student's freedom of movement. "Chemical restraint" does not include:
  - a. prescription medication that is regularly administered to the student for medical reasons other than to restrain the student's freedom of movement (e.g. Asthma-cort, medications used to treat mood disorders or ADHD, Glucagon); or
  - b. the administration of medication for voluntary or life-saving medical procedures (e.g. EpiPens, Diastat).
5. "Prone restraint" means a restraint in which the student being restrained is secured in a prone (i.e., face-down) position.
6. "Seclusion" means the placement of a student alone in a room from which egress is involuntarily prevented. "Seclusion" does not mean:
  - a. placement of a student in residential services in the student's room for the night; or
  - b. time-out.
7. "Time-out" is the removal of a student from potentially rewarding people or situations. A time-out is not used primarily to confine the student, but to limit accessibility to reinforcement. In time-out, the student is not physically prevented from leaving the designated time-out area and is effectively monitored by staff.
8. "Emergency" means serious, probable, imminent threat of bodily injury to self or others with the present ability to effect such bodily injury. Emergency includes situations in which the student creates such a threat by abusing or destroying property.
9. "Bodily injury" means physical pain, illness or any impairment of physical or mental condition as defined in C.R.S. [18-1-901](#) (3)(c).
10. "State Board Rules" mean the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, 1 CCR [301-45](#).
11. "Parent" shall be as defined by the State Board rules.

## **B. Basis for use of restraint**

Restraints shall only be used:

1. In an emergency and with extreme caution; and
2. After:
  - a. the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment); or
  - b. a determination that such alternatives would be inappropriate or ineffective under the circumstances.
3. Restraints shall never be used as a punitive form of discipline or as a threat to gain control or gain compliance of a student's behavior.

4. School personnel shall:

- a. use restraints only for the period of time necessary and using no more force than necessary; and
- b. prioritize the prevention of harm to the student.

**C. Duties related to the use of restraint - general requirements**

When restraints are used, the district shall ensure that:

1. no restraint is administered in such a way that the student is inhibited or impeded from breathing or communicating;
2. no restraint is administered in such a way that places excess pressure on the student's chest, back, or causes positional asphyxia;
3. restraints are only administered by district staff who have received training in accordance with the State Board rules;
4. opportunities to have the restraint removed are provided to the student who indicates he/she is willing to cease the violent or dangerous behavior;
5. when it is determined by trained district staff that the restraint is no longer necessary to protect the student or others (i.e. the emergency no longer exists), the restraint shall be removed; and
6. the student is reasonably monitored to ensure the student's physical safety.

Additionally, in the case of seclusion, staff shall reintegrate the student or clearly communicate to the student that the student is free to leave the area used to seclude the student.

**D. Proper administration of specific restraints**

1. Chemical restraints shall not be used.
2. Mechanical and prone restraints shall not be used, except in the limited circumstances permitted by state law and described as exceptions in the accompanying policy.
3. Physical restraint
  - a. A person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student.
  - b. A restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised.
  - c. A student shall be released from physical restraint within fifteen minutes after the initiation of the restraint, except when precluded for safety reasons.
4. Seclusion
  - a. Relief periods from seclusion shall be provided for reasonable access to toilet facilities.
  - b. Any space in which a student is secluded shall have adequate lighting, ventilation and size.

- c. To the extent possible under the specific circumstances, the space should be free of injurious items.

#### **E. Notification requirements**

1. If there is a reasonable probability that restraint might be used with a particular student, appropriate school staff shall notify, in writing, the student's parents, and, if appropriate, the student of:
  - a. the restraint procedures (including types of restraints) that might be used;
  - b. specific circumstances in which restraint might be used; and
  - c. staff involved.
2. For students with disabilities, if the parents request a meeting with school personnel to discuss the notification, school personnel shall ensure that the meeting is convened.
3. The required notification may occur at the meeting where the student's behavior plan or IEP is developed/reviewed.

#### **F. Documentation requirements**

1. If restraints are used, a written report shall be submitted within one school day to school administration.
2. The school principal or designee shall verbally notify the parents as soon as possible but no later than the end of the school day that the restraint was used.
3. A written report based on the findings of the staff review required by paragraph G. below shall be emailed, faxed or mailed to the student's parent within five calendar days of the use of restraint. The written report of the use of restraint shall include:
  - a. the antecedent to the student's behavior if known;
  - b. a description of the incident;
  - c. efforts made to de-escalate the situation;
  - d. alternatives that were attempted;
  - e. the type and duration of the restraint used;
  - f. injuries that occurred, if any; and
  - g. the staff present and staff involved in administering the restraint.
4. A copy of the written report on the use of restraint shall be placed in the student's confidential file.

#### **G. Review of specific incidents of restraint**

1. The district shall ensure that a review process is established and conducted for each incident of restraint used. The purpose of this review shall be to ascertain that appropriate procedures were followed and to minimize future use of restraint.



2. The review shall include, but is not limited to:
  - a. staff review of the incident;
  - b. follow up communication with the student and the student's family;
  - c. review of the documentation to ensure use of alternative strategies; and
  - d. recommendations for adjustment of procedures, if appropriate.
3. If requested by the district or the student's parents, the district shall convene a meeting to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.

#### **H. General review process**

1. The district shall ensure that a general review process is established, conducted and documented in writing at least annually. The purpose of the general review is to ascertain that the district is properly administering restraint, identifying additional training needs, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.
2. The review shall include, but is not limited to:
  - a. analysis of incident reports, including all reports prepared pursuant to paragraphs F.1 and F.3 above and including, but not limited to, procedures used during the restraint, preventative or alternative techniques tried, documentation, and follow up;
  - b. training needs of staff;
  - c. staff to student ratio; and
  - d. environmental conditions, including physical space, student seating arrangements and noise levels.

#### **I. Staff training**

1. The district shall ensure that staff utilizing restraint in schools are trained in accordance with the State Board rules.
2. Training shall include:
  - a. a continuum of prevention techniques;
  - b. environmental management;
  - c. a continuum of de-escalation techniques;
  - d. nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint;
  - e. methods to explain the use of restraint to the student who is to be restrained and to the student's family; and

f. appropriate documentation and notification procedures.

3. Retraining shall occur at a frequency of at least every two years.

Adopted: 2006

Revised: 09-14-2017

Revised: 01-10-2023

*NOTE: While Colorado school districts are not required by law to adopt an exhibit on this subject, this sample reflects the complaint procedures approved by the Colorado State Board of Education that parents may use to file a complaint regarding the use of restraint and seclusion. The district must include the process for filing a complaint as set forth by these State Board rules in the student conduct and discipline code distributed to students. C.R.S. 22-32-109.1 (2)(a)(I)(L).*

## **Complaint Procedures and Regulations Regarding the Use of Restraint or Seclusion, 1 CCR 301-45, 2620-R-2.07**

According to applicable rules of the Colorado State Board of Education, the following represents the process that must be followed when a student or the student's parent/guardian wishes to file a complaint about the use of restraint or seclusion by a district employee.

- 2.07(1) A student or a parent or legal guardian may file a complaint about the use of restraint or seclusion used by an employee or volunteer of a school or charter school of [a] school district or Board of Cooperative Services or any institute charter school by using the procedures established under this section 2.07.
- 2.07(2) Required Content of the Complaint: The Complaint must contain the following information:
  - 2.07(2)(a) A statement that the employee or volunteer has violated a requirement regarding the use of restraints and an identification of the portion of the statute, rule, or regulation alleged to have been violated, if known by the complainant;
  - 2.07(2)(b) The background information and facts on which the Complaint is based that identify persons, actions and/or omissions;
  - 2.07(2)(c) The name and the residential address of the child against whom the alleged violation occurred;
  - 2.07(2)(d) The name of the school that the child was attending when the alleged violation occurred;
  - 2.07(2)(e) A proposed resolution of the problem to the extent known and available to the complainant at the time the Complaint is filed;
  - 2.07(2)(f) The Complaint must allege that the violation(s) set forth in the Complaint occurred not more than one (1) year prior to the date that the Complaint is filed with the Colorado Department of Education (CDE);

- 2.07(2)(g) The signature and contact information (minimally, address and telephone number) for the complainant; and
  - 2.07(2)(h) Written verification in a cover letter accompanying the Complaint that a complete copy of the Complaint and any attachments have also been mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES, or the Charter School Institute) serving the child.
- 2.07(3) The Complaint, including any attachments, must be mailed, hand-delivered, or delivered by other secure method to the IDEA State Complaints:
- IDEA Part B State Complaints Officer  
Colorado Department of Education  
Exceptional Student Leadership Unit, Dispute Resolution Office  
1560 Broadway, Suite 1175  
Denver, Colorado 80202
- Additionally, as noted in paragraph 2.07(2)(h) above, a complete copy of the Complaint, including any attachments, must also be mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES or the Charter School Institute) serving the child.
- 2.07(4) Complaints involving children with disabilities
- 2.07(4)(a) If the State Complaints Officer determines that the Complaint alleges a violation of the IDEA or its implementing regulations in 34 CFR Part 300, then the Complaint shall be processed through CDE's IDEA dispute resolution process. In these cases, the State Complaints Officer shall also have the authority to investigate and process a Complaint alleging improper use of seclusion and restraints in accordance with the timelines and procedures outlined in these rules.
  - 2.07(4)(b) If the State Complaints Officer determines that the Complaint does not meet the criteria under section 2.07(4)(a), he or she shall refer the Complaint to the Restraint Complaints Officer (RCO) within five (5) calendar days of receiving the Complaint and shall notify the complainant in writing of this referral.
  - 2.07(4)(c) Nothing in this subsection shall require the complainant to submit an additional Complaint directly to the RCO.
- 2.07(5) The Complaint shall be considered properly filed with the Department when it is received in CDE's Dispute Resolution Office and satisfies paragraph 2.07(2) above. A Complaint, once filed, will not be accepted for investigation if the CDE does not have jurisdiction (i.e., authority) to investigate; or if the Complaint does not set forth sufficient grounds on

which to grant relief.

2.07(6) Within ten calendar (10) days of receipt of the Complaint, the RCO shall decide to accept or reject the Complaint for investigation and notify the complainant in writing. If the Complaint was sent via mail, the RCO's decision shall be postmarked by the 10th day. If the Complaint is accepted, the RCO shall:

2.07(6)(a) Notify the complainant of receipt and acceptance of the Complaint;

2.07(6)(b) Notify, by certified or overnight mail, the public education agency of each and every allegation contained in the Complaint together with a complete copy of the Complaint; and

2.07(6)(c) Initiate an investigation concerning the allegations contained in the Complaint.

2.07(7) Complaint Timelines:

2.07(7)(a) Response: Within fifteen (15) calendar days of receiving the RCO's notification of the Complaint, the public education agency may file a Response to the Complaint allegations and provide information which it deems necessary or useful for the RCO to consider in conducting a thorough investigation. If the public education agency fails to timely respond to an allegation, the RCO may, in his/her sole discretion, deem the allegation admitted.

The Response is due by 5:00 p.m. on the date due. The public education agency shall provide any written Response to the RCO and also a complete copy of the Response, including any attachments, to the complainant unless doing so would violate relevant laws regarding confidentiality. The public education agency shall provide the RCO with a legible copy of the written tracking receipt which verifies that a complete copy of the Response, including any attachments, was sent by certified or overnight mail to the complainant.

2.07(7)(b) Reply: Within ten (10) calendar days of delivery of the response, the complainant may file a written Reply to the Response, including any attachments, in support of his/her position. The complainant shall provide any written Reply to the RCO at the address identified in paragraph 2.07(3), above, and also provide the RCO by 5:00 p.m. on the date due with written verification that a complete copy of the Reply, including any attachments, was also mailed or hand-delivered to the public education agency.

The Response and Reply must be delivered by 5:00 p.m. on the date due to the office of the RCO and not merely

postmarked by the due date. If the Response or Reply is untimely, the RCO may, within his or her sole discretion, refuse to consider the late document.

2.07(7)(c) Timeline Extensions: If the RCO finds that exceptional circumstances exist with respect to a particular Complaint, the RCO may, in his or her sole discretion, extend for a reasonable period of time, any of the timelines set forth in these Complaint procedures. Any request and extension of a timeline must occur prior to expiration of the timeline and shall be documented in a written order issued by the RCO prior to the expiration of the timeline and mailed to the parties. The RCO does not have authority to extend the regulatory statute of limitations of one (1) year described in Section 2.07(2)(f) above.

2.07(7)(d) If one or more due dates in the process fall on a weekend or a state holiday, the due date shall be the next calendar day following a weekend or state holiday if the due date is on a weekend or state holiday.

2.07(8) Complaint Investigations:

2.07(8)(a) The Complaint investigation may include, but is not limited to: an onsite investigation; request(s) that the complainant or public education agency provide additional information; and request(s) to review records in the possession of either party.

2.07(8)(b) Any time after a Complaint is filed and before the Complaint is resolved, the RCO may recommend a public education agency to undertake immediate action in an extraordinary situation when it is imperative to do so in order to protect the rights, health or safety of any student.

2.07(8)(c) The CDE, through the RCO, shall have sixty (60) calendar days from the date of receipt of the properly filed Complaint, to resolve the Complaint. The parties may mutually agree to extend the sixty (60) calendar day time limit in order to engage in voluntary mediation. Any extension of the Decision due date will be set by the RCO to a date certain as per section 2.07(7)(c), above.

2.07(9) Complaint Resolution:

2.07(9)(a) The RCO shall issue a written decision which details the findings of fact and conclusions of law unless the issues have been previously resolved. Based upon a finding that a public education agency has failed substantially to comply with state laws and regulations for the use of restraint, the RCO will, as part of the resolution of the Complaint, make recommendations to the public education agency of remedial actions that may be taken in order to come into compliance

with applicable law and regulations, (e.g., technical assistance and training activities).

2.07(9)(b) The RCO shall have no authority to require corrective action by the public education agency, including but not limited to compensatory education for the child who is the subject of the complaint, monetary reimbursement or attorney fees.

2.07(9)(c) The decision of the RCO shall be final.

Issue date: 03-14-2018



# Strasburg School District 31J

Policy:	File:
Complaint Procedures and Regulations Regarding Use of Restraint or Seclusion	JKA E 2
Adopted:	Revision:
2018	January 2023

According to applicable rules of the Colorado State Board of Education, the following represents the process that must be followed when a student or the student's parent/guardian wishes to file a complaint about the use of restraint or seclusion by a district employee.

2.07(1) A student or a parent or legal guardian may file a complaint about the use of restraint or seclusion used by an employee or volunteer of a school or charter school of [a] school district or Board of Cooperative Services or any institute charter school by using the procedures established under this section 2.07.

2.07(2) Required Content of the Complaint: The Complaint must contain the following information:

2.07(2)(a) A statement that the employee or volunteer has violated a requirement regarding the use of restraints and an identification of the portion of the statute, rule, or regulation alleged to have been violated, if known by the complainant;

2.07(2)(b) The background information and facts on which the Complaint is based that identify persons, actions and/or omissions;

2.07(2)(c) The name and the residential address of the child against whom the alleged violation occurred;

2.07(2)(d) The name of the school that the child was attending when the alleged violation occurred;

2.07(2)(e) A proposed resolution of the problem to the extent known and available to the complainant at the time the Complaint is filed;

2.07(2)(f) The Complaint must allege that the violation(s) set forth in the Complaint occurred not more than one (1) year prior to the date that the Complaint is filed with the Colorado Department of Education (CDE);

2.07(2)(g) The signature and contact information (minimally, address and telephone number) for the complainant; and

2.07(2)(h) Written verification in a cover letter accompanying the Complaint that a complete copy of the Complaint and any attachments have also been mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES, or the Charter School Institute) serving the child.



2.07(3) The Complaint, including any attachments, must be mailed, hand-delivered, or delivered by other secure method to the IDEA State Complaints:

IDEA Part B State Complaints Officer

Colorado Department of Education

Exceptional Student Leadership Unit, Dispute Resolution Office

1560 Broadway, Suite 1175

Denver, Colorado 80202

Additionally, as noted in paragraph 2.07(2)(h) above, a complete copy of the Complaint, including any attachments, must also be mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES or the Charter School Institute) serving the child.

2.07(4) Complaints involving children with disabilities

2.07(4)(a) If the State Complaints Officer determines that the Complaint alleges a violation of the IDEA or its implementing regulations in 34 CFR Part 300, then the Complaint shall be processed through CDE's IDEA dispute resolution process. In these cases, the State Complaints Officer shall also have the authority to investigate and process a Complaint alleging improper use of seclusion and restraints in accordance with the timelines and procedures outlined in these rules.

2.07(4)(b) If the State Complaints Officer determines that the Complaint does not meet the criteria under section 2.07(4)(a), he or she shall refer the Complaint to the Restraint Complaints Officer (RCO) within five (5) calendar days of receiving the Complaint and shall notify the complainant in writing of this referral.

2.07(4)(c) Nothing in this subsection shall require the complainant to submit an additional Complaint directly to the RCO.

2.07(5) The Complaint shall be considered properly filed with the Department when it is received in CDE's Dispute Resolution Office and satisfies paragraph 2.07(2) above. A Complaint, once filed, will not be accepted for investigation if the CDE does not have jurisdiction (i.e., authority) to investigate; or if the Complaint does not set forth sufficient grounds on which to grant relief.

2.07(6) Within ten calendar (10) days of receipt of the Complaint, the RCO shall decide to accept or reject the Complaint for investigation and notify the complainant in writing. If the Complaint was sent via mail, the RCO's decision shall be postmarked by the 10th day. If the Complaint is accepted, the RCO shall:

2.07(6)(a) Notify the complainant of receipt and acceptance of the Complaint;

2.07(6)(b) Notify, by certified or overnight mail, the public education agency of each and every allegation contained in the Complaint together with a complete copy of the Complaint; and

2.07(6)(c) Initiate an investigation concerning the allegations contained in the Complaint.

2.07(7) Complaint Timelines:

2.07(7)(a) Response: Within fifteen (15) calendar days of receiving the RCO's notification of the Complaint, the public education agency may file a Response to the Complaint allegations and provide information which it deems necessary or useful for the RCO to consider in conducting a thorough investigation. If the public education agency fails to timely respond to an allegation, the RCO may, in his/her sole discretion, deem the allegation admitted.

The Response is due by 5:00 p.m. on the date due. The public education agency shall provide any written Response to the RCO and also a complete copy of the Response, including any attachments, to the complainant unless doing so would violate relevant laws regarding confidentiality. The public education agency shall provide the RCO with a legible copy of the written tracking receipt which verifies that a complete copy of the Response, including any attachments, was sent by certified or overnight mail to the complainant.

2.07(7)(b) Reply: Within ten (10) calendar days of delivery of the response, the complainant may file a written Reply to the Response, including any attachments, in support of his/her position. The complainant shall provide any written Reply to the RCO at the address identified in paragraph 2.07(3), above, and also provide the RCO by 5:00 p.m. on the date due with written verification that a complete copy of the Reply, including any attachments, was also mailed or hand-delivered to the public education agency.

The Response and Reply must be delivered by 5:00 p.m. on the date due to the office of the RCO and not merely postmarked by the due date. If the Response or Reply is untimely, the RCO may, within his or her sole discretion, refuse to consider the late document.

2.07(7)(c) Timeline Extensions: If the RCO finds that exceptional circumstances exist with respect to a particular Complaint, the RCO may, in his or her sole discretion, extend for a reasonable period of time, any of the timelines set forth in these Complaint procedures. Any request and extension of a timeline must occur prior to expiration of the timeline and shall be documented in a written order issued by the RCO prior to the expiration of the timeline and mailed to the parties. The RCO does not have authority to extend the regulatory statute of limitations of one (1) year described in Section 2.07(2)(f) above.

2.07(7)(d) If one or more due dates in the process fall on a weekend or a state holiday, the due date shall be the next calendar day following a weekend or state holiday if the due date is on a weekend or state holiday.

#### 2.07(8) Complaint Investigations:

2.07(8)(a) The Complaint investigation may include, but is not limited to: an onsite investigation; request(s) that the complainant or public education agency provide additional information; and request(s) to review records in the possession of either party.

2.07(8)(b) Any time after a Complaint is filed and before the Complaint is resolved, the RCO may recommend a public education agency to undertake immediate action in an extraordinary situation when it is imperative to do so in order to protect the rights, health or safety of any student.

2.07(8)(c) The CDE, through the RCO, shall have sixty (60) calendar days from the date of receipt of the properly filed Complaint, to resolve the Complaint. The parties may mutually agree to extend

the sixty (60) calendar day time limit in order to engage in voluntary mediation. Any extension of the Decision due date will be set by the RCO to a date certain as per section 2.07(7)(c), above.

2.07(9) Complaint Resolution:

2.07(9)(a) The RCO shall issue a written decision which details the findings of fact and conclusions of law unless the issues have been previously resolved. Based upon a finding that a public education agency has failed substantially to comply with state laws and regulations for the use of restraint, the RCO will, as part of the resolution of the Complaint, make recommendations to the public education agency of remedial actions that may be taken in order to come into compliance with applicable law and regulations, (e.g., technical assistance and training activities).

2.07(9)(b) The RCO shall have no authority to require corrective action by the public education agency, including but not limited to compensatory education for the child who is the subject of the complaint, monetary reimbursement or attorney fees.

2.07(9)(c) The decision of the RCO shall be final.

Issue Date: 03-14-2018

Revised Date: 01-10-2023

## **Suspension/Expulsion of Students** (and Other Disciplinary Interventions)

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

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

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

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

### **Other disciplinary interventions**

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion and include but are not limited to: *detention, in-school suspension, counseling, or positive behavioral intervention support (PBIS) program, peer mediation, referral to a juvenile assessment center for counseling or other services, or other approaches to address the student's misconduct that do not involve an out-of-school suspension or expulsion and minimize the student's exposure to the criminal and juvenile justice system. See, C.R.S. 22-32-109.1 (2)(a)(II).*

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

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

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

### **Delegation of authority**

1. The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in that school for not more than five school days on the grounds stated in C.R.S. 22-33-106 (1)(a), (1)(b), (1)(c) or (1)(e) or not more than 10 school days on the grounds stated in C.R.S. 22-33-106 (1)(d) unless expulsion is mandatory under law (see exhibit coded JKD/JKE-E), but the total period of suspension shall not exceed 25 school days.
2. The Board of Education delegates to the superintendent of schools the authority to suspend a student, in accordance with C.R.S. 22-33-105, for an additional 10 school days plus up to and including an additional 10 days necessary in order to present the matter to the Board.
3. Unless otherwise determined by the Board, the Board of Education delegates to the superintendent of schools who shall serve as a hearing officer the authority to deny admission to or expel for any period not extending beyond one year any student whom the superintendent, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the district. If the hearing is conducted by a designee serving as a hearing officer, the hearing officer shall prepare findings of fact and recommendations for the superintendent at the conclusion of the hearing. The superintendent shall render a written opinion in the expulsion matter within five days after the hearing whether the hearing is conducted by the hearing officer or the superintendent.

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

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

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

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

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

Adopted: 2006

Revised: 2/10/2016

LEGAL REFS.: C.R.S. 16-22-102 (9) *(unlawful sexual behavior)*  
C.R.S. 18-1.3-406 *(crime of violence)*  
C.R.S. 22-32-109.1 (2)(a) *(adoption and enforcement of discipline code)*  
C.R.S. 22-32-109.1 (2)(a)(I)(E) *(policy required as part of conduct and discipline code)*  
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C.R.S. 22-33-106.3 *(use of student's written statements in expulsion hearings)*  
C.R.S. 22-33-106.5 *(information concerning offenses committed by students)*  
C.R.S. 22-33-107 *(compulsory attendance law)*  
C.R.S. 22-33-107.5 *(notice of failure to attend)*  
C.R.S. 22-33-108 *(juvenile judicial proceedings)*

CROSS REFS.: GBGB, Staff Personal Security and Safety  
JEA, Compulsory Attendance Ages  
JF, Admission and Denial of Admission  
JIC, Student Conduct, and subcodes  
JK\*-2, Discipline of Students with Disabilities  
JKF\*, Educational Alternatives for Expelled Students  
JKG\*, Expulsion Prevention  
JLDBG, Peer Mediation

<p>NOTE 1: In examining this policy and the accompanying regulations, please note the policy cross references. All policy statements in the discipline area should fit together.</p>
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*NOTE 2: In developing a disciplinary intervention plan, state law requires the plan to state that school administration shall not order a victim's participation in a restorative justice practice or peer mediation if the victim of an offending student's misconduct alleges that the misconduct constitutes unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9); a crime in which the underlying factual basis involves domestic violence, as defined in C.R.S. 18-6-800.3 (1); stalking as defined in C.R.S. 18-3-602; or violation of a protection order, as defined in C.R.S. 18-6-803.5.*

## **Suspension/Expulsion of Students** (and Other Disciplinary Interventions)

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

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

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

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

For a student in preschool, kindergarten, first grade, or second grade, the Board and its designee(s) also shall determine that failure to remove the student from the school building through suspension and/or expulsion would create a safety threat that otherwise cannot be addressed, and shall document any alternative behavioral and disciplinary interventions that it employs before suspending or expelling the student.

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### **Other disciplinary interventions**

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion and include but are not limited to: *detention, in-school suspension, counseling, or positive behavioral intervention support (PBIS) program, peer mediation, referral to a juvenile assessment center for counseling or other services, or other approaches to address the student's misconduct that do not involve an out-of-school suspension or expulsion and minimize the student's exposure to the criminal and juvenile justice system. See, C.R.S. 22-32-109.1 (2)(a)(II).*

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

This alternative to suspension shall not be used if expulsion proceedings have been



or are about to be initiated or if the principal or designee determines that the student's presence in school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

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

### Delegation of authority

~~1- The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in third grade and higher grade levels: The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in third grade and higher grade levels~~ in that school for not more than five school days on the grounds stated in C.R.S. 22-33-106 (1)(a), (1)(b), (1)(c) or (1)(e) or not more than 10 school days on the grounds stated in C.R.S. 22-33-106 (1)(d) unless expulsion is mandatory under law (see exhibit coded JKD/JKE-E), ~~but the total period of suspension shall not exceed 25 school days.~~

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~~Students in preschool through second grade: The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in preschool, kindergarten, first grade, or second grade in that school for not more than three school days on the grounds stated in C.R.S. 22-33-106.1 (2), unless the principal or designee determines that a longer period of suspension is necessary to resolve the safety threat or expulsion is mandatory under law (see JKD/JKE-E).~~

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~~2- 2) The Board of Education delegates to the superintendent of schools the authority to suspend a student, in accordance with C.R.S. 22-33-105, for an additional 10 school days plus up to and including an additional 10 days necessary in order to present the matter to the Board, but the total period of suspension shall not exceed 25 school days.~~

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The superintendent shall report on each case acted upon at the next meeting of the Board, briefly describing the circumstances and the reasons for action taken. Such denial of admission or expulsion by the superintendent shall be

File: JKD/JKE  
subject to appeal to the Board. The appeal shall consist of a review of the facts that were presented, arguments relating to the decision and questions of clarification from the Board.

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

File: JKD/JKE

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

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

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

Adopted: 2006

Revised: 2/10/2016

LEGAL REFS.: C.R.S. 16-22-102 (9) (*unlawful sexual behavior*)  
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C.R.S. 22-32-109.1 (2)(a) (*adoption and enforcement of discipline code*)  
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C.R.S. 22-32-144 (*restorative justice practices*)  
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C.R.S. 22-33-108 (*juvenile judicial proceedings*)

CROSS REFS.: GBGB, Staff Personal Security and Safety  
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NOTE 1: In examining this policy and the accompanying regulations, please note the policy cross references. All policy statements in the discipline area should fit together.

File: JKD/JKE

*NOTE 2: In developing a disciplinary intervention plan, state law requires the plan to state that school administration shall not order a victim's participation in a restorative justice practice or peer mediation if the victim of an offending student's misconduct alleges that the misconduct constitutes unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9); a crime in which the underlying factual basis involves domestic violence, as defined in C.R.S. 18-6-800.3 (1); stalking as defined in C.R.S. 18-3-602; or violation of a protection order, as defined in C.R.S. 18-6-803.5.*



# Strasburg School District 31J

Policy:	File:
Suspension/Expulsion of Students	JKD/JKE
Adopted:	Revision:
2006	January 2023

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

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

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

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

For a student in preschool, kindergarten, first grade, or second grade, the Board and its designee(s) also shall determine that failure to remove the student from the school building through suspension and/or expulsion would create a safety threat that otherwise cannot be addressed, and shall document any alternative behavioral and disciplinary interventions that it employs before suspending or expelling the student.

## Other disciplinary interventions

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion and include but are not limited to: *detention, in-school suspension, counseling, participation in the district's restorative justice program or positive behavioral intervention support (PBIS) program, peer mediation, referral to a juvenile assessment center for counseling or other services, or other approaches to address the student's misconduct that do*

*not involve an out-of-school suspension or expulsion and minimize the student's exposure to the criminal and juvenile justice system. See, C.R.S. [22-32-109.1](#) (2)(a)(II).]*

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

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

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

#### **Delegation of authority**

1. Students in third grade and higher grade levels: The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in third grade and higher grade levels in that school for not more than five school days on the grounds stated in C.R.S. [22-33-106](#) (1)(a), (1)(b), (1)(c) or (1)(e) or not more than 10 school days on the grounds stated in C.R.S. [22-33-106](#) (1)(d) unless expulsion is mandatory under law (see [JKD/JKE-E](#)).

Students in preschool through second grade: The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in preschool, kindergarten, first grade, or second grade in that school for not more than three school days on the grounds stated in C.R.S. [22-33-106.1](#) (2), unless the principal or designee determines that a longer period of suspension is necessary to resolve the safety threat or expulsion is mandatory under law (see [JKD/JKE-E](#)).

2. The Board of Education delegates to the superintendent of schools the authority to suspend a student, in accordance with C.R.S. [22-33-105](#) and [22-33-106.1](#) (3), for an additional 10 school days plus up to and including an additional 10 days necessary in order to present the matter to the Board, but the total period of suspension shall not exceed 25 school days.

3. Unless otherwise determined by the Board, the Board of Education delegates to the superintendent of schools or to a designee who shall serve as a hearing officer the authority to deny admission to or expel for any period not extending beyond one year any student whom the superintendent, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the district. If the hearing is conducted by a designee serving as a hearing officer, the hearing officer shall prepare findings of fact and recommendations for the superintendent at the conclusion of the hearing. The superintendent shall render a written opinion in the expulsion matter

within five days after the hearing whether the hearing is conducted by the hearing officer or the superintendent.

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

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

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

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

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

Adopted: 2006

Revised: 02-10-2016

Revised: 01-10-2023

LEGAL REFS.: C.R.S. [16-22-102](#) (9) (*unlawful sexual behavior*)  
C.R.S. [18-1.3-406](#) (*crime of violence*)  
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C.R.S. [22-33-105](#) (*suspension, expulsion and denial of admission*)  
C.R.S. [22-33-106](#) (*grounds for suspension, expulsion and denial of admission*)  
C.R.S. [22-33-106.1](#) (*suspension and expulsion for students in preschool through second grade*)  
C.R.S. [22-33-106.3](#) (*use of student's written statements in expulsion hearings*)  
C.R.S. [22-33-106.5](#) (*information concerning offenses committed by students*)  
C.R.S. [22-33-107](#) (*compulsory attendance law*)



C.R.S. [22-33-107.5](#) (*notice of failure to attend*)

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CROSS REFS.: [GBGB](#), Staff Personal Security and Safety  
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[JKF\\*](#), Educational Alternatives for Expelled Students  
[JKG\\*](#), Expulsion Prevention  
[JLDBG](#), Peer Mediation

## **Suspension/Expulsion of Students**

(Hearing Procedures)

### **A. Procedure for suspension of 10 days or less**

Through written policy the Board of Education has delegated to any school principal the power to suspend a student for not more than five or 10 days, depending upon the type of infraction. Pursuant to policy JKD/JKE, the superintendent has been delegated the power to suspend a student for additional periods of time. However, the total period of suspension will not exceed 25 school days. As a general rule, a suspension will be 10 days or less.

The following procedures shall be followed in any suspension, unless the student is suspended pending an expulsion proceeding, in which case the expulsion procedures shall apply.

1. **Notice.** The principal, designee or the superintendent at the time of contemplated action will give the student and the parent/guardian notice of the contemplated action. Such notice may be oral or in writing. If oral, such notice will be given in person. If written, delivery may be by United States mail addressed to the last known address of the student or student's parent/guardian.
2. **Contents of notice.** The notice will contain the following basic information:
  - a. A statement of the charges against the student.
  - b. A statement of what the student is accused of doing.
  - c. A statement of the basis of the allegation. Specific names may be withheld if necessary.

This information need not be set out formally but should sufficiently inform the student and parent/guardian of the basis for the contemplated action.

3. **Informal hearing.** In an informal setting, the student will be given an opportunity to admit or deny the accusation and to give his or her version of the events. The administrator may allow the student to call witnesses or may personally call the accuser or other witnesses. The administrator may hold a more extensive hearing in order to gather relevant information prior to making a decision on the contemplated action.
4. **Timing.** The notice and informal hearing should precede removal of the

student from school. There need be no delay between the time notice is given and the time of the informal hearing.

5. **If the student's presence in school presents a danger.** Notice and an informal hearing need not be given prior to removal from school where a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. In this case, an informal hearing will follow as soon after the student's removal as practicable.
6. **Notification following suspension.** If a student is suspended the administrator delegated the authority to suspend will immediately notify the parent/guardian that the student has been suspended, the grounds for such suspension and the period of such suspension. The notification will include the time and place for the parent/guardian to meet with the administrator to review the suspension.
7. **Removal from school grounds.** A suspended student must leave the school building and the school grounds immediately after the parent/guardian and administrator have determined the best way to transfer custody of the student to the parent/guardian.
8. **Readmittance.** No student will be readmitted to school until the meeting with the parent/guardian has taken place or until, in the opinion of the administrator, the parent/guardian has substantially agreed to review the suspension with the administrator. However, if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student. The meeting will address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action.
9. **Make-up work.** Suspended students will be provided an opportunity to make up school work during the period of suspension, so the student is able to reintegrate into the educational program of the district following the period of suspension. Students will receive full or partial academic credit to the extent possible for makeup work which is completed satisfactorily.

<p><i>Note: In determining whether to provide full or partial credit, pursuant to state law, the goal is to reintegrate the student back into the classroom and help prevent the student from dropping out.</i></p>
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## **B. Procedure for expulsion or denial of admission**

In the event the Board of Education contemplates action denying admission to any student or prospective student or expelling any student, the following procedures shall be followed:

1. **Notice.** Not less than 5 days prior to the date of the contemplated action, the Board of Education or an appropriate administrative officer of the district will cause written notice of such proposed action to be delivered to the student and the student's parent/guardian. Such delivery may be by United States mail addressed to the last known address of the student or the student's parent/guardian.

2. **Emergency notice.** In the event it is determined that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened provided that the student or the student's parent/guardian have actual notice of the hearing prior to the time it is held.
3. **Contents of notice.** The notice will contain the following basic information:
  - a. A statement of the basic reasons alleged for the contemplated denial of admission or expulsion.
  - b. A statement that a hearing on the question of expulsion or denial of admission will be held if requested by the student or parent/guardian within 10 days after the date of the notice.
  - c. A statement of the date, time and place of the hearing in the event one is requested.
  - d. A statement that the student may be present at the hearing and hear all information against him or her, that the student will have an opportunity to present such information as is relevant and that the student may be accompanied and represented by a parent/guardian and an attorney.
  - e. A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.

*Choose one of the following three options to match the option chosen in the accompanying policy. If the superintendent has been delegated the authority to deny admission to and expel students, use the following option.*

4. **Conduct of hearing.** A hearing may be requested by the parent/guardian. Such hearing will be conducted by the superintendent. The hearing may be conducted in open session or may be closed except to those individuals deemed advisable by the superintendent but including in all events the student, the parent/guardian and, if requested, the student's attorney. Such individuals as may have pertinent information will be admitted to a closed hearing to the extent necessary to provide such information.

Testimony and information may be presented under oath. However, technical rules of evidence will not be applicable, and the superintendent may consider and give appropriate weight to such information or evidence he or she deems appropriate. The student's written statement, if any, may be presented as evidence in accordance with applicable law. The student or representative may question individuals presenting information.

A sufficient record of the proceedings shall be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting the same.

The superintendent will prepare specific factual findings and issue a written decision within five days after the hearing.

5. **Appeal.** Within 10 days after the decision of the superintendent, the student may appeal the decision to the Board. Failure to request an appeal within 10 days will result in a waiver of the right to appeal and the superintendent's decision will become final.

<p><i>NOTE: At its sole discretion, the Board may grant an appeal hearing for requests made more than 10 days after the denial. C.R.S. 22-33-105 (2)(c).</i></p>
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If an appeal is properly requested, the Board will review the record concerning the expulsion or denial of admission. The record includes notices and other documents concerning the challenged action, the transcript of the testimony, if any, the hearing exhibits, the findings and recommendation of the superintendent, the superintendent's written decision, and other documents concerning the challenged action. The student may be represented by counsel at the appeal. Representatives of the district and the parents may make brief statements to the Board, but no new evidence may be presented unless such evidence was not reasonably discoverable at the time of the hearing. Members of the Board may ask questions for purposes of clarification of the record.

The Board will make final determination regarding the expulsion or denial of admission of the student and will inform the student and his parent/guardian of the right to judicial review.

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

If a student is expelled and is not receiving educational services through the district, the school district shall contact the expelled student's parent/guardian at least once every 60 days until the student is eligible to re-enroll to determine whether the child is receiving educational services.

District personnel need not contact the parent/guardian after the student is enrolled in another school district or in an independent or parochial school, or if the student is committed to the department of human services or sentenced through the juvenile justice system.

7. **Readmittance.** A student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:
  - a. the expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment or was placed in a diversion program as a result of committing the offense for which the student was expelled;

- b. there is an identifiable victim of the expelled student's offense; and
- c. the offense for which the student was expelled does not constitute a crime against property.

If the district has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim's immediate family.

No student will be readmitted to school until after a meeting between the principal or designee and the parent/guardian has taken place except that if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student.

### **C. Procedure for crimes of violence or unlawful sexual behavior**

The following procedures will apply when the district receives notification that a student has been charged in juvenile or district court with a crime of violence or unlawful sexual behavior, as those terms are defined by state law.

1. The Board or its designee will make a preliminary determination whether it will proceed with an expulsion hearing, based on the following factors:
  - a. Whether the student has exhibited behavior that is detrimental to the safety, welfare and morals of other students or school personnel.
  - b. Whether educating the student in school may disrupt the learning environment, provide a negative example for other students or create a dangerous and unsafe environment for students, teachers and other school personnel.
2. If it is determined that the student should not be educated in the schools of the district, the district may suspend or expel the student, in accordance with the procedures set forth above.
3. Alternatively, suspension or expulsion proceedings may be postponed, pending the outcome of the court proceedings. If the suspension or expulsion proceedings are postponed, the student will not be permitted to return to school during that period. An appropriate alternative education program, including but not limited to, an online program authorized by state law or a home-based education program will be established for the student during the period pending the resolution of the juvenile proceedings. The time that a student spends in an alternative education program will not be considered a period of suspension or expulsion.
4. If the student pleads guilty to the charge, is found guilty or is adjudicated a delinquent juvenile, the Board or designee may proceed to suspend or expel the student following the procedures set forth in these regulations.
5. Information regarding the details of the alleged crime of violence or unlawful sexual behavior will be used by the Board or its designee for the

File: JKD/JKE-R  
purposes set forth in this policy, but shall remain confidential unless the information is otherwise available to the public by law.

Adopted: 2006

Revised: 9-14-2017

*NOTE: Regulations on student suspension or expulsion need Board approval. CASB suggests five to ten days as suitable for the time periods left blank in B-1, B-3-b. State law requires a Board that delegates the authority to expel or deny admission to the superintendent or hearing officer to hear appeals made within ten days and allows the Board discretion for appeals made later. C.R.S. 22-33-105 (2)(c).*



# Strasburg School District 31J

Policy:	File:
Suspension/Expulsion of Students	JKD JKE - R
Adopted:	Revision:
2006	January 2023

## A. Procedure for suspension of 10 days or less

Through written policy the Board of Education has delegated to any school principal the power to suspend a student for not more than three, five, or 10 school days, depending upon the grade of the student and type of infraction. Pursuant to policy [JKD/JKE](#), the superintendent has been delegated the power to suspend a student for additional periods of time. However, the total period of suspension will not exceed 25 school days. As a general rule, a suspension will be three school days or less for students in preschool through second grade, and 10 school days or less for students in third grade and higher grade levels.

The following procedures shall be followed in any suspension, unless the student is suspended pending an expulsion proceeding, in which case the expulsion procedures shall apply.

1. **Notice.** The principal, designee or the superintendent at the time of contemplated action will give the student and the parent/guardian notice of the contemplated action. Such notice may be oral or in writing. If oral, such notice will be given in person. If written, delivery may be by United States mail addressed to the last known address of the student or student's parent/guardian.
2. **Contents of notice.** The notice will contain the following basic information:
  - a. A statement of the charges against the student.
  - b. A statement of what the student is accused of doing.
  - c. A statement of the basis of the allegation. Specific names may be with-held if necessary.

This information need not be set out formally but should sufficiently inform the student and parent/guardian of the basis for the contemplated action.

3. **Informal hearing.** In an informal setting, the student will be given an opportunity to admit or deny the accusation and to give his or her version of the events. The administrator may allow the student to call witnesses or may personally call the accuser or other witnesses. The administrator may hold a more extensive hearing in order to gather relevant information prior to making a decision on the contemplated action.

4. **Timing.** The notice and informal hearing should precede removal of the student from school. There need be no delay between the time notice is given and the time of the informal hearing.

5. **If the student's presence in school presents a danger.** Notice and an informal hearing need not be given prior to removal from school where a student's presence poses a continuing danger to persons



or property or an ongoing threat of disrupting the academic process. In this case, an informal hearing will follow as soon after the student's removal as practicable.

6. **Notification following suspension.** If a student is suspended the administrator delegated the authority to suspend will immediately notify the parent/guardian that the student has been suspended, the grounds for such suspension and the period of such suspension. The notification will include the time and place for the parent/guardian to meet with the administrator to review the suspension.

7. **Removal from school grounds.** A suspended student must leave the school building and the school grounds immediately after the parent/guardian and administrator have determined the best way to transfer custody of the student to the parent/guardian.

8. **Re-admittance.** No student will be readmitted to school until the meeting with the parent/guardian has taken place or until, in the opinion of the administrator, the parent/guardian has substantially agreed to review the suspension with the administrator. However, if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student. The meeting will address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action.

9. **Make-up work.** Suspended students will be provided an opportunity to make up school work during the period of suspension, so the student is able to reintegrate into the educational program of the district following the period of suspension. Students will receive full or partial academic credit to the extent possible for makeup work which is completed satisfactorily.

## **B. Procedure for expulsion or denial of admission**

In the event the Board of Education contemplates action denying admission to any student or prospective student or expelling any student, the following procedures shall be followed:

1. **Notice.** Not less than 5 days prior to the date of the contemplated action, the Board of Education or an appropriate administrative officer of the district will cause written notice of such proposed action to be delivered to the student and the student's parent/guardian. Such delivery may be by United States mail addressed to the last known address of the student or the student's parent/guardian.

2. **Emergency notice.** In the event it is determined that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened provided that the student or the student's parent/guardian have actual notice of the hearing prior to the time it is held.

3. **Contents of notice.** The notice will contain the following basic information:

- a. A statement of the basic reasons alleged for the contemplated denial of admission or expulsion.
- b. A statement that a hearing on the question of expulsion or denial of admission will be held if requested by the student or parent/guardian within 10 days after the date of the notice.
- c. A statement of the date, time and place of the hearing in the event one is requested.

- d. A statement that the student may be present at the hearing and hear all information against him or her, that the student will have an opportunity to present such information as is relevant and that the student may be accompanied and represented by a parent/guardian and an attorney.
- e. A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.

**4. Conduct of hearing.** A hearing may be requested by the parent/guardian. Such hearing will be conducted by the superintendent. The hearing may be conducted in open session or may be closed except to those individuals deemed advisable by the superintendent but including in all events the student, the parent/guardian and, if requested, the student's attorney. Such individuals as may have pertinent information will be admitted to a closed hearing to the extent necessary to provide such information.

Testimony and information may be presented under oath. However, technical rules of evidence will not be applicable, and the superintendent may consider and give appropriate weight to such information or evidence he or she deems appropriate. The student's written statement, if any, may be presented as evidence in accordance with applicable law. The student or representative may question individuals presenting information.

A sufficient record of the proceedings shall be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting the same.

The superintendent will prepare specific factual findings and issue a written decision within five days after the hearing.

**5. Appeal.** Within 10 days after the decision of the superintendent, the student may appeal the decision to the Board. Failure to request an appeal within 10 days will result in a waiver of the right to appeal and the superintendent's decision will become final.

If an appeal is properly requested, the Board will review the record concerning the expulsion or denial of admission. The record includes notices and other documents concerning the challenged action, the transcript of the testimony, if any, the hearing exhibits, the findings and recommendation of the superintendent, the superintendent's written decision, and other documents concerning the challenged action. The student may be represented by counsel at the appeal. Representatives of the district and the parents may make brief statements to the Board, but no new evidence may be presented unless such evidence was not reasonably discoverable at the time of the hearing. Members of the Board may ask questions for purposes of clarification of the record.

The Board will make final determination regarding the expulsion or denial of admission of the student and will inform the student and his parent/guardian of the right to judicial review.

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

If a student is expelled and is not receiving educational services through the district, the school district shall contact the expelled student's parent/guardian at least once every 60 days until the student is eligible to re-enroll to determine whether the child is receiving educational services. District personnel need not contact the parent/guardian after the student is enrolled in another school district or in an independent or parochial school, or if the student is committed to the department of human services or sentenced through the juvenile justice system.

**7. Re-admittance.** A student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:

- a. the expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment or was placed in a diversion program as a result of committing the offense for which the student was expelled;
- b. there is an identifiable victim of the expelled student's offense; and
- c. the offense for which the student was expelled does not constitute a crime against property.

If the district has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim's immediate family.

No student will be readmitted to school until after a meeting between the principal or designee and the parent/guardian has taken place except that if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student.

### **C. Procedure for crimes of violence or unlawful sexual behavior**

The following procedures will apply when the district receives notification that a student has been charged in juvenile or district court with a crime of violence or unlawful sexual behavior, as those terms are defined by state law.

1. The Board or its designee will make a preliminary determination whether it will proceed with an expulsion hearing, based on the following factors:
  - a. Whether the student has exhibited behavior that is detrimental to the safety, welfare and morals of other students or school personnel.
  - b. Whether educating the student in school may disrupt the learning environment, provide a negative example for other students or create a dangerous and unsafe environment for students, teachers and other school personnel.
2. If it is determined that the student should not be educated in the schools of the district, the district may suspend or expel the student, in accordance with the procedures set forth above.
3. Alternatively, suspension or expulsion proceedings may be postponed, pending the outcome of the court proceedings. If the suspension or expulsion proceedings are postponed, the student will not be permitted to return to school during that period. An appropriate alternative education program, including but not limited to, an online program authorized by state law or a home-based education program will be established for the student during the period pending the resolution of the juvenile

proceedings. The time that a student spends in an alternative education program will not be considered a period of suspension or expulsion.

4. If the student pleads guilty to the charge, is found guilty or is adjudicated a delinquent juvenile, the Board or designee may proceed to suspend or expel the student following the procedures set forth in these regulations.

5. Information regarding the details of the alleged crime of violence or unlawful sexual behavior will be used by the Board or its designee for the purposes set forth in this policy, but shall remain confidential unless the information is otherwise available to the public by law.

Adopted: 2006

Revised: 09-14-2017

Revised: 01-10-2023

## 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. A list of those staff members trained will be kept in accordance with state law. 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.
4. The nonprescription medication is a product that has been approved by the federal Food and Drug Administration (FDA).

### **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.

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

The district may 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.

The district may 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.

Adopted: 2006  
Revised: 6-21-2016  
8-8-2018  
10-10-2018  
2-12-2020

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.*



## 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. A list of those staff members trained will be kept in accordance with state law. 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.

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

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

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.

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The district may 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.

Adopted: 2006  
Revised: 6-21-2016  
8-8-2018  
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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*)

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*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.*



# Strasburg School District 31J

Policy:	File:
Administering Medications to Students	JLCD
Adopted:	Revision:
2006	January 2023

School personnel may 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 will 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.

The administration of medical marijuana must 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.

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

1. Medication must 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 must 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 is responsible for providing all medication to be administered to the student.
4. The nonprescription medication is a product that has been approved by the federal Food and Drug Administration (FDA).

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

A student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition, or who is prescribed medication by a licensed health care practitioner may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition, or other condition for which the medication is prescribed. 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 must 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, or other condition for which the medication is prescribed 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.

The district will 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 must be in accordance with applicable state law.

Adopted: 2006

Revised: 06-21-2016

Revised: 08-08-2018

Revised: 10-10-2018

Revised: 02-12-2020

Revised: 01-10-2023

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

## **Administering Medicines to Students**

If under exceptional circumstances a student is required to take oral medication during school hours only the school nurse or the nurse's designee will administer the medication in compliance with the following regulations. In the alternative, the parent/guardian may come to school to administer the medication.

1. All directives of the accompanying policy will be followed.
2. Written orders from the student's physician must be on file in the school stating:
  - a. Student's name
  - b. Name of drug
  - c. Dosage
  - d. Purpose of the medication
  - e. Time of day medication is to be given
  - f. Anticipated number of days it needs to be given in school
  - g. Possible side effects
3. The medication must be brought to school in a container appropriately labeled by the pharmacy or physician.
4. An individual record will be kept of such prescription medications administered by school personnel.
5. Medication will be stored in a clean, locked cabinet or container.

Unless these requirements can be met, medication will not be administered at school.

### **Procedure**

1. Identify the student.
2. Identify the medication and confirm the following:
  - a. Student's name on bottle.
  - b. Date of medication on bottle.
  - c. Name of medication on bottle.
  - d. Dosage of medication on bottle.
  - e. Instructions on bottle for giving the medication.
3. Compare information on medication bottle with medication record information.
4. Confirm that the doctor's order is attached to medication record or note.
5. Check to see that the medication has not been given already for that day and time by another school person.



6. Administer the medication to the student as directed.
7. Record time the medication was given on student's medication record.
8. Return medication to locked medication cupboard.

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

A school shall permit a student to possess and self-administer medication for asthma or anaphylaxis if all of the following conditions are met:

1. Written authorization signed by the student's health care practitioner must be on file with the school which shall include the student's name; the name, purpose, prescribed dosage, frequency, and length of time between dosages of the medication(s) to be self-administered; and confirmation that the student has been instructed and is capable of self-administration of the medication.
2. The student demonstrates to the school nurse that he or she possesses the skill level necessary to administer the medication as prescribed.
3. The school nurse and the student's health care practitioner collaborate to develop a written treatment plan for managing the student's asthma or anaphylaxis episodes and for medication use by the student.
4. A written statement signed by the student's parent or legal guardian must be on file with the school, which shall include permission for the student to self-administer his/her medication and a release from liability for any injury arising from the student's self-administration of such medication.
5. A written contract between the school nurse, the student, and the student's parent or legal guardian must be on file with the school, assigning levels of responsibility to the student's parent/guardian, student, and school employees.

A treatment plan authorizing a student to possess and self-administer medication for asthma or anaphylaxis shall be effective only for the school year in which it is approved. The school shall permit a student to possess and self-carry medication in subsequent school years only if the conditions specified above are met.

A student shall report to the school nurse or designee or to some adult at the school immediately after the student uses an epinephrine auto-injector during school hours. Upon receiving such report from a student, the school nurse, designee, or other adult will provide appropriate follow-up care to the student, which shall include making a 911 emergency call.

## **Administering Medicines to Students**

If under exceptional circumstances a student is required to take oral medication during school hours only the school nurse or the nurse's designee will administer the medication in compliance with the following regulations. In the alternative, the parent/guardian may come to school to administer the medication.

1. All directives of the accompanying policy will be followed.
2. Written orders from the student's physician must be on file in the school stating:
  - a. Student's name
  - b. Name of drug
  - c. Dosage
  - d. Purpose of the medication
  - e. Time of day medication is to be given
  - f. Anticipated number of days it needs to be given in school
  - g. Possible side effects
3. The medication must be brought to school in a container appropriately labeled by the pharmacy or physician.
4. An individual record will be kept of such prescription medications administered by school personnel.
5. Medication will be stored in a clean, locked cabinet or container.

Unless these requirements can be met, medication will not be administered at school.

### **Procedure**

- ~~1. Identify the student.~~
- ~~2. Identify the medication and confirm the following:~~
  - ~~a. Student's name on bottle.~~
  - ~~b. Date of medication on bottle.~~
  - ~~c. Name of medication on bottle.~~
  - ~~d. Dosage of medication on bottle.~~
  - ~~e. Instructions on bottle for giving the medication.~~
- ~~3. Compare information on medication bottle with medication record information.~~
- ~~4. Confirm that the doctor's order is attached to medication record or note.~~
- ~~5. Check to see that the medication has not been given already for that day and time by another school person.~~

- ~~6. Administer the medication to the student as directed.~~
- ~~7. Record time the medication was given on student's medication record.~~
- ~~8. Return medication to locked medication cupboard.~~

### **Self-administration of medication for asthma, ~~or~~ anaphylaxis, or other prescription medication**

A school shall permit a student to possess and self-administer medication for asthma or anaphylaxis if all of the following conditions are met:

1. Written authorization signed by the student's health care practitioner must be on file with the school which ~~shall~~ must include the student's name; the name, purpose, prescribed dosage, frequency, and length of time between dosages of the medication(s) to be self-administered; and confirmation that the student has been instructed and is capable of self-administration of the medication.
2. The school nurse or school administrator, in consultation with the school nurse, the student's health care practitioner, and the student's parent/guardian collaborate to make an assessment of the student's knowledge of his or her condition and ability to self-administer medication. ~~The student demonstrates to the school nurse that he or she possesses the skill level necessary to administer the medication as prescribed.~~
3. A written statement signed by the student's parent/guardian must be on file with the school, which must include permission for the student to self-administer his/her medication and a release from liability for any injury arising from the student's self-administration of such medication. ~~The school nurse and the student's health care practitioner collaborate to develop a written treatment plan for managing the student's asthma or anaphylaxis episodes and for medication use by the student.~~
4. A written contract between the school nurse, school administrator, the student, and the student's parent/guardian must be on file with the school, assigning levels of responsibility to the student's parent/guardian, student, and school employees. ~~A written statement signed by the student's parent or legal guardian must be on file with the school, which shall include permission for the student to self-administer his/her medication and a release from liability for any injury arising from the student's self-administration of such medication.~~
5. ~~A written contract between the school nurse, the student, and the student's parent or legal guardian must be on file with the school, assigning levels of responsibility to the student's parent/guardian, student, and school employees.~~

A treatment plan authorizing a student to possess and self-administer medication for asthma or anaphylaxis shall be effective only for the school year in which it is approved. ~~The school shall permit a student to possess and self-carry medication in subsequent school years only if the conditions specified above are met.~~

A student shall report to the school nurse or designee or to some adult at the school immediately after the student uses an epinephrine auto-injector during school hours. Upon receiving such report from a student, the school nurse, designee, or other adult will provide appropriate follow-up care to the student, which shall include making a 911 emergency call.



# Strasburg School District 31J

Policy:	File:
Administering Medications to Students	JLCD-R
Adopted:	Revision:
	January 2023

If under exceptional circumstances a student is required to take medication during school hours, only the school nurse or the nurse's designee may administer the medication to the student in compliance with the following regulation. In the alternative, the parent/guardian may come to school to administer the medication.

1. All directives of the accompanying policy must be followed.
2. Written orders from the student's health care practitioner with prescriptive authority under Colorado law must be on file in the school stating:
  - a. Student's name
  - b. Name of medication
  - c. Dosage
  - d. Purpose of the medication
  - e. Time of day medication is to be given
  - f. Anticipated number of days it needs to be given at school
  - g. Possible side effects
3. The medication must be brought to school in a container appropriately labeled by the pharmacy or health care practitioner.
4. An individual record must be kept of medications administered by school personnel.
5. Medication must be stored in a clean, locked cabinet or container. Emergency medications (such as epinephrine) must be inaccessible to students, but immediately available to trained school personnel and not in a locked cabinet.

Unless these requirements are met, medication will not be administered to students at school.

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

A school may permit a student to possess and self-administer medication, such as an inhaler, epinephrine, or other prescription medication, if all of the following conditions are met:

1. Written authorization signed by the student's health care practitioner must be on file with the school which must include the student's name; the name, purpose, prescribed dosage, frequency,

and length of time between dosages of the medication(s) to be self-administered; and confirmation that the student has been instructed and is capable of self-administration of the medication.

2. The school nurse or school administrator, in consultation with the school nurse, the student's health care practitioner, and the student's parent/guardian collaborate to make an assessment of the student's knowledge of his or her condition and ability to self-administer medication.

3. A written statement signed by the student's parent/guardian must be on file with the school, which must include permission for the student to self-administer his/her medication and a release from liability for any injury arising from the student's self-administration of such medication.

4. A written contract between the school nurse, school administrator, the student, and the student's parent/guardian must be on file with the school, assigning levels of responsibility to the student's parent/guardian, student, and school employees.

A treatment plan authorizing a student to possess and self-administer medication for asthma or anaphylaxis is effective only for the school year in which it is approved.

A student must report to the school nurse or designee or to some adult at the school immediately after the student uses an epinephrine auto-injector during school hours. Upon receiving such report from a student, the school nurse, designee, or other adult will provide appropriate follow-up care to the student, which must include making a 911 emergency call.

Approved: 01-10-2023

**Permission for Medication**

Name of student \_\_\_\_\_

School \_\_\_\_\_  
Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Medication \_\_\_\_\_ Dosage \_\_\_\_\_

Purpose of medication \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Time of day medication is to be given \_\_\_\_\_

Possible side effects \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Anticipated number of days it needs to be given at school \_\_\_\_\_

Date \_\_\_\_\_  
\_\_\_\_\_

*Signature of physician*

It is understood that the medication is administered solely at the request of and as an accommodation to the undersigned parent or guardian. In consideration of the acceptance of the request to perform this service by the school nurse or other designee employed by the Strasburg School District, the undersigned parent or guardian hereby agrees to release the Strasburg School District and its personnel from any legal claim which they now have or may hereafter have arising out of side effects or other medical consequences of the medication.

I hereby give my permission for \_\_\_\_\_ to take the above prescription at school

*Name of Student*

as ordered. I understand that it is my responsibility to furnish this medication.

Date \_\_\_\_\_

\_\_\_\_\_

*Signature of parent or guardian*





# Strasburg School District 31J

Policy:	File:
Permission for Medication	JLCD-E
Adopted:	Revision:
	January 2023

The parent/guardian of \_\_\_\_\_, grade \_\_\_\_\_ ask that school/child care staff at Strasburg School District give the following medication \_\_\_\_\_ at \_\_\_\_\_ to my child, according to health Care Provider's signed instruction on the lower part of this form.

It is understood that the medication is administered solely at the request of and as an accommodation to the undersigned parent or guardian. In consideration of the acceptance of the request to perform this service by the school nurse or other designee employed by the Strasburg School District the undersigned parent or guardian hereby agrees to release the Strasburg School District and its personnel from any legal claim which they now have or may hereafter have arising out of side effects or other medical consequences of the medication. I understand that it is my responsibility to furnish this medication.

Prescription medications must come in a container labeled with: child's name, name of medicine, time medicine is to be given, dosage, route, date medicine is to be stopped, and licensed Health Care Provider's name. Pharmacy name and phone number must also be included on the label.

Over the counter medication must be labeled with child's name. Dosage must match the signed health Care Provider's authorization, and medicine must be packaged in the original container.

The school/child care agrees to administer the medication prescribed by the licensed Health Care Provider with perspective authority. The parent agrees to pick up expired or unused medication within one week of notification by staff. All medications(s) left at the school will be discarded according to the most current state regulatory recommendations for safe medication disposal.

***By signing this document, I give permission for my child's Health Care Provider to share information about the administration of this medication with the school staff delegated to administer medication.***

\_\_\_\_\_  
Parent/Legal Guardian's Name

\_\_\_\_\_  
Parent/Legal Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Work Phone

\_\_\_\_\_  
Alternative Phone

\*\*\*\*\*

## Health Care Provider Authorization

Child's Name:	Birth Date:
Medication:	Dosage:
	Route:

To be given at the following times:	Start Date:	End Date:
Special Instructions:		
Purpose of Medication:		
Side Effects to be reported:		

\_\_\_\_\_  
Signature of Health Care Provider with Prescriptive Authority

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Health Care Provider

\_\_\_\_\_/\_\_\_\_\_  
Phone & Fax Number

\_\_\_\_\_  
Signature of Child Care Health Consultant or School Nurse

\_\_\_\_\_  
Date

Issue Date: 01-10-2023



# Strasburg School District 31J

Policy:	File:
Students with Food Allergies	JLCDA
Adopted:	Revision:
12-09-2015	January 2023

The Board recognizes that many students are being diagnosed with potentially life-threatening food allergies. To address this issue and meet state law requirements concerning the management of food allergies and anaphylaxis among students, the Board sets forth the following requirements.

## **Health care plan**

The school nurse, or a school administrator in consultation with the school nurse, shall develop and implement a health care plan (plan) for each student with a diagnosis of a potentially life-threatening food allergy. The plan shall address communication between the school and emergency medical services, including instructions for emergency medical responders. If a student qualifies as a student with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

## **Reasonable accommodations**

Reasonable accommodations shall be made to reduce the student's exposure to agents that may cause anaphylaxis within the school environment. If a student qualifies as a student with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

## **Access to emergency medications**

Emergency medications for treatment of the student's food allergies or anaphylaxis shall be kept in a secure location accessible to designated school staff. Whenever possible and in a timely fashion, the student's parent/legal guardian shall supply the school with the medication needed for treatment of the student's food allergies or anaphylaxis, unless the student is authorized to self-carry such medication in accordance with Board policy.

## **Staff training**

The principal or equivalent school administrator, in consultation with the school nurse, shall determine the appropriate recipients of emergency anaphylaxis treatment training, which shall include those staff directly involved with a student who has a known food allergy during the school day. At a minimum, the training shall prepare staff to have a basic understanding of food allergies and the importance of reasonable avoidance of agents that may cause anaphylaxis, the ability to recognize symptoms of anaphylaxis, and the ability to respond appropriately when a student suffers an anaphylactic reaction. The training shall also include instruction in the administration of self-injectable epinephrine.

Adopted: 12-09-2015

Revised: 01-04-2023

LEGAL REFS.: 20 U.S.C. 1400 et seq. (Individuals with Disabilities Education Improvement Act of 2007)

29 U.S.C. 701 et seq. (Section 504 of the Rehabilitation Act of 1973)

42 U.S.C. 12101 et seq. (Americans with Disabilities Act)

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

C.R.S. [22-32-139](#) (policy required regarding management of food allergies and anaphylaxis among students)

C.R.S. [25-1.5-109](#) (Colorado Department of Public Health and Environment shall develop, maintain and make available a standard form for school districts to gather information concerning students' food allergies)

1 CCR [301-68](#) (State Board of Education rules regarding Administration of Colorado School Children's Asthma and Anaphylaxis Act and Colorado School Children's Food Allergy and Anaphylaxis Management Act)

CROSS REF.: [JLCD](#), Administering Medications to Students

*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 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.

Adopted: 11-09-2016

Revised: 10-10-2018

2-12-2020

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

<p><i>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).</i></p>
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*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 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 non-smokeable 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 by a primary caregiver**

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. Either the district determines, in its sole discretion, the location of a locked storage container to store the qualified student's medical marijuana that does not significantly delay access to or the administration of the medical marijuana in a medical emergency, or, after administering the permissible form of medical marijuana to the qualified student, the student's primary caregiver may remove any remaining medical marijuana from the grounds of the school, district, school bus, or school-sponsored event; and 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), instructions or treatment plan for administration from one of the student's recommending physicians, 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.

#### **Permissible administration of medical marijuana to a qualified student by school personnel**

School personnel may volunteer to store, administer, or assist in the administration of medical marijuana to a qualified student in a designated location if the following parameters are met:

1. The qualified student's parent/guardian has provided the school with a copy of the student's valid recommendation for medical marijuana from a licensed physician and valid registration from the state of Colorado authorizing the student to receive medical marijuana;
2. The qualified student's parent/guardian signs a written acknowledgment granting permission for the school personnel who volunteer to store, administer, or assist in the administration 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 must 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. The district determines, in its sole discretion, the location of a locked storage container to store the qualified student's medical marijuana that does not significantly delay access to or the administration of the medical marijuana in a medical emergency; 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), instructions or treatment plan for administration from one of the student's recommending physicians, and any additional protocol regarding administration of a

permissible form of medical marijuana to the qualified student. The written plan must be signed by the school administrator, the school personnel who volunteer to store, administer, or assist in the administration of the medical marijuana, 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.

Adopted: 11-09-2016  
Revised: 10-10-2018  
2-12-2020

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

<p><i>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).</i></p>
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# Strasburg School District 31J

Policy:	File:
Administration of Medical Marijuana to Qualified Students	JLCDB
Adopted:	Revision:
11-09-2016	January 2023

Administration of medical marijuana to qualified students must be in accordance with this policy. Administration of all other prescription and nonprescription medications to students must 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 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)
3. "Permissible form of medical marijuana" means non-smokeable 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 may 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 recommendation for medical marijuana from a licensed physician and is registered with 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 by a primary caregiver**

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 has provided the school with a copy of the student's valid recommendation for medical marijuana from a licensed physician and 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 must 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. Either the district determines, in its sole discretion, the location of a locked storage container to store the qualified student's medical marijuana that does not significantly delay access to or the administration of the medical marijuana in a medical emergency, or, after administering the permissible form of medical marijuana to the qualified student, the student's primary caregiver may 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), instructions or treatment plan for administration from one of the student's recommending physicians, and any additional protocol regarding administration of a permissible form of medical marijuana to the qualified student. The written plan must be signed by the school administrator, the qualified student (if capable), and the qualified student's parent/guardian.

### **Permissible administration of medical marijuana to a qualified student by school personnel**

School personnel may volunteer to store, administer, or assist in the administration of medical marijuana to a qualified student in a designated location if the following parameters are met:

1. The qualified student's parent/guardian has provided the school with a copy of the student's valid recommendation for medical marijuana from a licensed physician and valid registration from the state of Colorado authorizing the student to receive medical marijuana;
2. The qualified student's parent/guardian signs a written acknowledgment granting permission for the school personnel who volunteer to store, administer, or assist in the administration 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 must 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. The district determines, in its sole discretion, the location of a locked storage container to store the qualified student's medical marijuana that does not significantly delay access to or the administration of the medical marijuana in a medical emergency; 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), instructions or treatment plan for administration from one of the student's recommending physicians, and any additional protocol regarding administration of a permissible form of medical marijuana to the qualified student. The written plan must be signed by the school administrator, the school personnel who volunteer to store, administer, or assist in the administration of the medical marijuana, the qualified student (if capable), and the qualified student's parent/guardian.

#### **Additional parameters**

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 does 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 must 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 must not be permitted. The district must post notice of such policy suspension and prohibition in a conspicuous place on its website.

Adopted: 11-09-2016

Revised: 10-10-2018

Revised: 12-12-2020

Revised: 01-10-2023

LEGAL REFS.: Colo. Const. Art. XVIII, Section 14 (*establishing qualifications for use of medical marijuana*)

C.R.S. [22-1-119.3](#) (3)(a) (*Board must adopt and implement a policy including processes for the storage, possession, and administration 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)(I) *(school personnel may volunteer to possess, administer, or assist in the administration of medical marijuana)*

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

**Administration of Medical Marijuana to Qualified Students**  
(Written Plan)

To be completed by the student's parent or guardian

Name of qualified student \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Name of student's primary caregiver \_\_\_\_\_

Primary caregiver's phone \_\_\_\_\_

Permissible form of medical marijuana to be administered to the qualified student by the student's primary caregiver \_\_\_\_\_

Administration method to be used by the student's primary caregiver (to assist the school district in determining an appropriate location for administration of medical marijuana to the student) \_\_\_\_\_

Dosage amount \_\_\_\_\_

Proposed times to administer \_\_\_\_\_

By initialing the following paragraphs and signing below, the undersigned parent or guardian hereby acknowledges:

\_\_\_\_\_ I have read and agree to comply with the board's policy regarding the administration of medical marijuana to qualified students.

\_\_\_\_\_ I assume all responsibility for the provision, administration, maintenance and use of medical marijuana to my child.

\_\_\_\_\_ I understand that as soon as I or my designated primary caregiver complete the medical marijuana administration, I or my designated primary caregiver must remove any remaining medical marijuana from the grounds of the school, district, school bus or school-sponsored event.

\_\_\_\_\_ I understand that the district, with my input, will determine a designated location and any protocols regarding the administration of medical marijuana to my child and that this plan does not allow for the administration of medical marijuana on federal property or any location that prohibits marijuana on its property.

\_\_\_\_\_ I understand that permission to administer medical marijuana in accordance with this plan may be revoked for the failure to comply with the board's policy on the

administration of medical marijuana to qualified students or other applicable board policies.

By signing below, I hereby release the \_\_\_\_\_ *(name of school district)* and its personnel from any legal claim which I now have or may hereafter have arising out of the administration of medical marijuana to my child.

Date \_\_\_\_\_

\_\_\_\_\_  
*Signature of parent or guardian*

\_\_\_\_\_  
*Signature of qualified student (if capable)*

To be completed by the school

I have reviewed a copy of the student's registration from the state of Colorado authorizing the student to receive medical marijuana. The expiration date is \_\_\_\_\_.

After receiving input from the student's parent or guardian, I have conditionally approved the student's identified primary caregiver to administer the permissible form of medical marijuana identified above in the following designated location(s):

\_\_\_\_\_  
\_\_\_\_\_.

Such administration shall occur in accordance with the following protocol(s):

\_\_\_\_\_  
\_\_\_\_\_.

Date \_\_\_\_\_

\_\_\_\_\_  
*Name of principal or designee*

\_\_\_\_\_  
*Signature of principal or designee*

Issue Date: 11/09/2016

**Administration of Medical Marijuana to Qualified Students**  
(Written Plan)

To be completed by the student's parent or guardian

Name of qualified student \_

School \_

Grade \_

Name of student's primary caregiver \_

Primary caregiver's phone \_

Permissible form of medical marijuana to be administered to the qualified student by the student's primary caregiver \_

---

Administration method to be used by the student's primary caregiver (to assist the school district in determining an appropriate location for administration of medical marijuana to the student) \_

---

Dosage amount \_

Proposed times to administer \_

By initialing the following paragraphs and signing below, the undersigned parent or guardian hereby acknowledges:

\_ I have read and agree to comply with the board's policy regarding the administration of medical marijuana to qualified students.

\_ I assume all responsibility for the provision, administration, maintenance and use of medical marijuana to my child.

\_ I understand that as soon as I or my designated primary caregiver complete the medical marijuana administration, I or my designated primary caregiver must remove any remaining medical marijuana from the grounds of the school, district, school bus or school-sponsored event.

\_ I understand that the district, with my input, will determine a designated location and any protocols regarding the administration of medical marijuana to my child and that this plan does not allow for the administration of medical marijuana on federal property or any location that prohibits marijuana on its property.

\_ I understand that permission to administer medical marijuana in accordance with this plan may be revoked for the failure to comply with the board's policy on the

administration of medical marijuana to qualified students or other applicable board policies.

By signing below, I hereby release the (name of school district) and its personnel from any legal claim which I now have or may hereafter have arising out of the administration of medical marijuana to my child.

Date \_

\_\_\_\_\_  
*Signature of parent or guardian*

\_\_\_\_\_  
*Signature of qualified student (if capable)*

To be completed by the school

I have reviewed a copy of the student's registration from the state of Colorado authorizing the student to receive medical marijuana. The expiration date is

-

After receiving input from the student's parent or guardian, I have conditionally approved the student's identified primary caregiver to administer the permissible form of medical marijuana identified above in the following designated location(s):

\_\_\_\_\_  
-

Such administration shall occur in accordance with the following protocol(s):

\_\_\_\_\_  
-

Date \_

\_\_\_\_\_  
*Name of principal or designee*

\_\_\_\_\_  
*Signature of principal or designee*

Issue Date: 11/09/2016



# Strasburg School District 31J

Policy:	File:
Administration of Medical Marijuana to Qualified Students OPTION 1	JLCDB- E
Adopted:	Revision:
11-09-2016	January 2023

## Administration of Medical Marijuana to Qualified Students

(Written Plan)

To be completed by the student's parent or guardian

Name of qualified student \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Name(s) of student's primary caregiver(s)

\_\_\_\_\_

\_\_\_\_\_

Primary caregiver's phone(s) \_\_\_\_\_

\_\_\_\_\_

Permissible form of medical marijuana to be administered to the qualified student by the student's primary caregiver(s) \_\_\_\_\_

\_\_\_\_\_

Administration method to be used by the student's primary caregiver(s) (to assist the school district in determining an appropriate location for administration of medical marijuana to the student)

\_\_\_\_\_

\_\_\_\_\_

Dosage amount \_\_\_\_\_

Proposed times to administer \_\_\_\_\_

By initialing the following paragraphs and signing below, the undersigned parent(s) or guardian(s) hereby acknowledges:

\_\_\_\_\_ I have read and agree to comply with the board's policy regarding the administration of medical marijuana to qualified students.



\_\_\_\_\_ I assume all responsibility for the provision, administration, maintenance and use of medical marijuana to my child.

\_\_\_\_\_ I understand that as soon as I or my designated primary caregiver complete the medical marijuana administration, I or my designated primary caregiver must remove any remaining medical marijuana from the grounds of the school, district, school bus or school-sponsored event.

\_\_\_\_\_ I understand that the district, with my input, will determine a designated location and any protocols regarding the administration of medical marijuana to my child and that this plan does not allow for the administration of medical marijuana on federal property or any location that prohibits marijuana on its property.

\_\_\_\_\_ I understand that permission to administer medical marijuana in accordance with this plan may be revoked for the failure to comply with the board's policy on the administration of medical marijuana to qualified students or other applicable board policies.

By signing below, I hereby release the Strasburg School District and its personnel from any legal claim which I now have or may hereafter have arising out of the administration of medical marijuana to my child.

Date \_\_\_\_\_

\_\_\_\_\_  
*Signature of parent or guardian*

\_\_\_\_\_  
*Signature of parent or guardian*

\_\_\_\_\_  
*Signature of qualified student (if capable)*

To be completed by the school

I have reviewed a copy of the student's registration from the state of Colorado authorizing the student to receive medical marijuana. The expiration date is \_\_\_\_\_.

After receiving input from the student's parent(s) or guardian(s), I have conditionally approved the student's identified primary caregiver(s) to administer the permissible form of medical marijuana identified above in the following designated location(s):

\_\_\_\_\_  
\_\_\_\_\_.

Such administration must occur in accordance with the following protocol(s):

\_\_\_\_\_  
\_\_\_\_\_.

Date \_\_\_\_\_

\_\_\_\_\_  
*Name of principal or designee*

\_\_\_\_\_  
*Signature of principal or designee*

Issued: 11-9-2016  
Revised: 01-10-2023



# Strasburg School District 31J

Policy:	File:
Administration of Medical Marijuana to Qualified Students OPTION 2	JLCDB- E
Adopted:	Revision:
11-09-016	January 2023

## Administration of Medical Marijuana to Qualified Students

(Written Plan)

To be completed by the student's parent or guardian

Name of qualified student \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Name(s) of student's primary caregiver(s)

\_\_\_\_\_

\_\_\_\_\_

Primary caregiver's phone(s) \_\_\_\_\_

\_\_\_\_\_

Name(s) of volunteer school personnel \_\_\_\_\_

\_\_\_\_\_

Permissible form of medical marijuana to be administered to the qualified student by the designated volunteer school personnel \_\_\_\_\_

\_\_\_\_\_

Administration method to be used by the designated volunteer school personnel (to assist the school district in determining an appropriate location for administration of medical marijuana to the student)

\_\_\_\_\_

\_\_\_\_\_

Dosage amount \_\_\_\_\_

Proposed times to administer \_\_\_\_\_

Secure storage location \_\_\_\_\_

By initialing the following paragraphs and signing below, the undersigned parent(s) or guardian(s) hereby acknowledges:

\_\_\_\_\_ I have read and agree to comply with the board's policy regarding the administration of medical marijuana to qualified students.

\_\_\_\_\_ I assume all responsibility for the provision and use of medical marijuana to my child.

\_\_\_\_\_ I grant permission for the designated volunteer school personnel to store, administer, or assist in the administration of medical marijuana to my child.

\_\_\_\_\_ I understand that the district, with my input, will determine a designated location and any protocols regarding the administration of medical marijuana to my child and that this plan does not allow for the administration of medical marijuana on federal property or any location that prohibits marijuana on its property.

\_\_\_\_\_ I understand that permission to administer medical marijuana in accordance with this plan may be revoked for the failure to comply with the board's policy on the administration of medical marijuana to qualified students or other applicable board policies.

By signing below, I hereby release the Strasburg School District and its personnel from any legal claim which I now have or may hereafter have arising out of the administration of medical marijuana to my child.

Date \_\_\_\_\_

\_\_\_\_\_  
*Signature of parent or guardian*

\_\_\_\_\_  
*Signature of parent or guardian*

\_\_\_\_\_  
*Signature of qualified student (if capable)*

To be completed by the volunteer school personnel

Name(s) of volunteer school personnel

\_\_\_\_\_  
\_\_\_\_\_

By initialing the following paragraphs and signing below, the undersigned volunteer(s) hereby acknowledges:

\_\_\_\_\_ I have read and agree to comply with the board's policy regarding the administration of medical marijuana to qualified students.

\_\_\_\_\_ I have read and understand the student's written plan for the administration of medical marijuana.

\_\_\_\_\_ I assume all responsibility for the administration of medical marijuana to the student and maintenance of the student's medical marijuana by ensuring that it is securely stored in the designated location when not in use.

\_\_\_\_\_ I understand that permission to administer medical marijuana in accordance with this plan may be revoked for the failure to comply with the board's policy on the administration of medical marijuana to qualified students or other applicable board policies.

Date \_\_\_\_\_

\_\_\_\_\_  
*Signature of volunteer*

\_\_\_\_\_  
*Signature of volunteer*

To be completed by the school

I have reviewed a copy of the student's registration from the state of Colorado authorizing the student to receive medical marijuana. The expiration date is \_\_\_\_\_.

After receiving input from the student's parent(s) or guardian(s), I have conditionally approved the designated volunteer school personnel to administer the permissible form of medical marijuana identified above in the following designated location(s):

\_\_\_\_\_  
\_\_\_\_\_.

Such administration must occur in accordance with the following protocol(s):

\_\_\_\_\_  
\_\_\_\_\_.

Date \_\_\_\_\_

\_\_\_\_\_  
*Name of principal or designee*

\_\_\_\_\_  
*Signature of principal or designee*

Issued: 11-09-2016

Revised: 01-10-2023

## **Students with Food Allergies**

The Board recognizes that many students are being diagnosed with potentially life-threatening food allergies. To address this issue and meet state law requirements concerning the management of food allergies and anaphylaxis among students, the Board sets forth the following requirements.

### **Health care plan**

The school nurse, or a school administrator in consultation with the school nurse, shall develop and implement a health care plan (plan) for each student with a diagnosis of a potentially life-threatening food allergy. The plan shall address communication between the school and emergency medical services, including instructions for emergency medical responders. If a student qualifies as a student with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

### **Reasonable accommodations**

Reasonable accommodations shall be made to reduce the student's exposure to agents that may cause anaphylaxis within the school environment. If a student qualifies as a student with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

### **Access to emergency medications**

Emergency medications for treatment of the student's food allergies or anaphylaxis shall be kept in a secure location accessible to designated school staff. Whenever possible and in a timely fashion, the student's parent/legal guardian shall supply the school with the medication needed for treatment of the student's food allergies or anaphylaxis, unless the student is authorized to self-carry such medication in accordance with Board policy.

### **Staff training**

The principal or equivalent school administrator, in consultation with the school nurse, shall determine the appropriate recipients of emergency anaphylaxis treatment training, which shall include those staff directly involved with a student who has a known food allergy during the school day. At a minimum, the training shall prepare staff to have a basic understanding of food allergies and the importance of reasonable avoidance of agents that may cause anaphylaxis, the ability to recognize symptoms of anaphylaxis, and the ability to respond appropriately when a student suffers an anaphylactic reaction. The training shall also include instruction in the administration of self-injectable epinephrine.

Adopted 12/9/2015

LEGAL REFS.: 20 U.S.C. 1400 et seq. (Individuals with Disabilities Education Improvement Act of 2007)

29 U.S.C. 701 et seq. (Section 504 of the Rehabilitation Act of 1973) 42 U.S.C. 12101  
et seq. (Americans with Disabilities Act)

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

C.R.S. [22-32-139](#) (policy required regarding management of food allergies and anaphylaxis among students)

C.R.S. [25-1.5-109](#) (Colorado Department of Public Health and Environment shall develop, maintain and make available a standard form for school districts to gather information concerning students' food allergies)

1 CCR [301-68](#) (State Board of Education rules regarding Administration of Colorado School Children's Asthma and Anaphylaxis Act and Colorado School Children's Food Allergy and Anaphylaxis Management Act)

CROSS REF.: [JLCD](#), Administering Medications to Students







# Strasburg School District 31J

Policy:	File:
Students with Food Allergies	JLCDA
Adopted:	Revision:
12-09-2015	January 2023

The Board recognizes that many students are being diagnosed with potentially life-threatening food allergies. To address this issue and meet state law requirements concerning the management of food allergies and anaphylaxis among students, the Board sets forth the following requirements.

## **Health care plan**

The school nurse, or a school administrator in consultation with the school nurse, shall develop and implement a health care plan (plan) for each student with a diagnosis of a potentially life-threatening food allergy. The plan shall address communication between the school and emergency medical services, including instructions for emergency medical responders. If a student qualifies as a student with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

## **Reasonable accommodations**

Reasonable accommodations shall be made to reduce the student's exposure to agents that may cause anaphylaxis within the school environment. If a student qualifies as a student with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

## **Access to emergency medications**

Emergency medications for treatment of the student's food allergies or anaphylaxis shall be kept in a secure location accessible to designated school staff. Whenever possible and in a timely fashion, the student's parent/legal guardian shall supply the school with the medication needed for treatment of the student's food allergies or anaphylaxis, unless the student is authorized to self-carry such medication in accordance with Board policy.

## **Staff training**

The principal or equivalent school administrator, in consultation with the school nurse, shall determine the appropriate recipients of emergency anaphylaxis treatment training, which shall include those staff directly involved with a student who has a known food allergy during the school day. At a minimum, the training shall prepare staff to have a basic understanding of food allergies and the importance of reasonable avoidance of agents that may cause anaphylaxis, the ability to recognize symptoms of anaphylaxis, and the ability to respond appropriately when a student suffers an anaphylactic reaction. The training shall also include instruction in the administration of self-injectable epinephrine.

Adopted: 12-09-2015

Revised: 01-04-2023

LEGAL REFS.: 20 U.S.C. 1400 et seq. (Individuals with Disabilities Education Improvement Act of 2007)

29 U.S.C. 701 et seq. (Section 504 of the Rehabilitation Act of 1973)

42 U.S.C. 12101 et seq. (Americans with Disabilities Act)

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

C.R.S. [22-32-139](#) (policy required regarding management of food allergies and anaphylaxis among students)

C.R.S. [25-1.5-109](#) (Colorado Department of Public Health and Environment shall develop, maintain and make available a standard form for school districts to gather information concerning students' food allergies)

1 CCR [301-68](#) (State Board of Education rules regarding Administration of Colorado School Children's Asthma and Anaphylaxis Act and Colorado School Children's Food Allergy and Anaphylaxis Management Act)

CROSS REF.: [JLCD](#), Administering Medications to Students

## **Student Records/Release of Information on Students**

In recognition of the confidential nature of student education records, no person or agency may access student education records without prior written consent from the student's parent/guardian or the eligible student, except as set forth in law and this policy.

The superintendent or designee shall provide for the proper administration of student records in accordance with law, including the implementation of safeguard measures or procedures regarding access to and disclosure of student education records.

### **Content and custody of student education records**

The principal is the official custodian of records in his or her building.

Student education records in all formats and media, including photographic and electronic, are those records that relate directly to a student. Student education records may contain, but will not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations; reports of serious or recurrent behavior patterns and any Individualized Education Program (IEP).

Student education records do not include records maintained by a law enforcement unit of the school or school district that are created by that unit for the purpose of law enforcement.

Nothing in this policy shall prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from a student's education records.

In accordance with applicable law, requests for inspection and review of student education records, requests for copies of such records, and disclosure of personally identifiable information therein shall be maintained as a part of each student's education record.

School personnel shall use reasonable methods to authenticate the identity of parents, students, school officials, and any other party to whom they disclose student education records. Authentication of identity prior to disclosure of electronic records through passwords or other security measures shall be required.

### **Access to student education records by parents and eligible students**

A parent/guardian ("parent") has the right to inspect and review his or her child's education records, if the student is under 18 years of age. If a student is 18 years

old or older ("eligible student"), the student may inspect or review his or her own education records and provide written consent for disclosure of such records and personally identifiable information therein. However, the parent is also entitled to access his/her child's education records, despite the lack of written consent from the eligible student, if the eligible student is a dependent for federal income tax purposes or the disclosure is in connection with a health or safety emergency. Access to student education records by parents or eligible students shall be in accordance with the regulation accompanying this policy.

### **Request to amend student education records**

A parent or eligible student may ask the district to amend a student education record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student. Student grades cannot be challenged pursuant to this policy. Requests to amend a student education record shall be in accordance with the regulation accompanying this policy.

### **Disclosure with written consent**

Whenever the district is required by law or policy to seek written consent prior to disclosing personally identifiable information from a student's education record, the notice provided to the parent or eligible student shall contain the following:

- a. The specific records to be disclosed;
- b. The specific reasons for such disclosure;
- c. The specific identity of any person, agency or organization requesting such information and the intended uses of the information;
- d. The method or manner by which the records will be disclosed; and
- e. The right to review or receive a copy of the records to be disclosed.

The parent's or eligible student's consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program or in any other school program shall not constitute the specific written consent required by this policy.

All signed consent forms shall be retained by the school district.

### **Disclosure without written consent**

The district may disclose student education records or personally identifiable information contained therein without written consent of the parent or eligible student if the disclosure meets one of the following conditions:

1. The disclosure is to a school official having a legitimate educational interest in the student education record or the personally identifiable information contained therein. In accordance with law, only those school officials who have a legitimate educational interest as described in this policy shall be permitted access to specific student education records.

- a. For purposes of this policy, a “school official” is a person employed by the district as an administrator, supervisor, teacher or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the district has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, consultant or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks.
  - b. A school official has a “legitimate educational interest” if disclosure to the school official is: (1) necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement; (2) used within the context of official district business and not for purposes extraneous to the official's areas of responsibility; (3) relevant to the accomplishment of some task or to a determination about the student; and (4) consistent with the purposes for which the data are maintained.
2. The disclosure is to officials of another school, school system or postsecondary institution that has requested the records and in which the student seeks or intends to enroll, or has enrolled. Any records sent during the student's application or transfer period may be supplemented, updated or corrected as necessary.
3. The disclosure is to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities.
4. The disclosure is in connection with a student's application for, or receipt of, financial aid.
5. The disclosure is to state and local officials and concerns the juvenile justice system's ability to effectively serve, prior to adjudication, the student whose records are disclosed as provided under the Colorado Open Records Act and Colorado Children's Code. Such records and personally identifiable information shall only be disclosed upon written certification by the officials that the records and information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the parent or eligible student.
6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; to administer student aid programs; or to improve instruction.
7. The disclosure is to accrediting organizations for accrediting functions.
8. The disclosure is to the parent of an eligible student and the student is a dependent for IRS tax purposes.

9. The disclosure is in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or others.
10. The disclosure is to comply with a judicial order or lawful subpoena. The district shall make a reasonable effort to notify the parent or eligible student prior to complying with the order or subpoena unless:
  - a. The court order or subpoena prohibits such notification; or
  - b. The parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the court order is issued in the context of that proceeding.
11. The disclosure is to the Secretary of Agriculture, or authorized representative from the USDA Food and Nutrition Service or contractors acting on behalf of the USDA Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations and performance measurements of state and local educational agencies receiving funding or providing benefits of program(s) authorized under the National School Lunch Act or Child Nutrition Act.
12. The disclosure is to an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access the student's case plan because such agency or organization is legally responsible, in accordance with applicable state or tribal law, for the care and protection of the student.
13. The disclosure is of "directory information" as defined by this policy.

### **Disclosure of directory information**

Directory information may also be disclosed without written consent of the parent or eligible student. "Directory information" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information which may be released includes but is not limited to the student's name, email address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Directory information also includes a student identification number or other unique personal identifier displayed on a student ID badge or used by the student to access or communicate in electronic systems, but only if the identifier cannot be used to gain access to student education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a password known only by the authorized user.

Student telephone numbers and addresses shall not be disclosed pursuant to this section.

*NOTE: FERPA requires the district to notify parents and eligible students of their right to refuse disclosure of directory information. 34 C.F.R. 99.37 (a)(2). The district must specify a "period of time" for parents/eligible students to tell the district not to disclose directory information. 34 C.F.R. 99.37 (a)(3). The following paragraph meets this "period of time" requirement. The deadline for notification should be a reasonable amount of time (e.g. 2-3 weeks) after school starts to allow the parent/eligible student to determine whether directory information can be disclosed without prior written consent.*

The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than August 1 or the following Monday if August 1 is a Saturday or Sunday.

### **Disclosure of disciplinary information to school personnel**

In accordance with state law, the principal or designee shall communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person.

State law requires the principal or designee to inform the student and the student's parent when disciplinary information is communicated and to provide a copy of the shared disciplinary information. The student and/or the student's parent may challenge the accuracy of such disciplinary information through the process outlined in this policy and accompanying regulation.

### **Disclosure to military recruiting officers**

Names, addresses and home telephone numbers, as well as directory information, of secondary school students shall be released to military recruiting officers within 90 days of the request, unless a parent or eligible student submits a written request that such information not be released. Reasonable and customary actual expenses directly incurred by the district in furnishing this information will be paid by the requesting service.

### **Disclosure to Medicaid**

In all cases in which a student is enrolled in the Colorado Medicaid program, the district shall release directory information consisting of the student's name, date of birth and gender to Health Care Policy and Financing (Colorado's Medicaid agency) to verify Medicaid eligibility of students. The district shall obtain written consent annually from a parent before the release of any non-directory information required for billing. To accomplish this, the district shall:

- include a consent form with the "start of school" information each fall.

### **Disclosure to the Colorado Commission on Higher Education (CCHE)**

On or before December 31 of each school year, the school district shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth



grade for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

### **Annual notification of rights**

The district shall notify parents and eligible students of their rights pursuant to this policy at the beginning of each academic year. For notice to parents or eligible students who are disabled or whose primary or home language is other than English, the format or method of notice will be modified so it is reasonably likely to inform them of their rights.

A copy of the Family Educational Rights and Privacy Act, and this policy and accompanying regulation and exhibit may be obtained from the office of the superintendent during normal business hours.

### **Governing law**

The district shall comply with the Family Educational Rights and Privacy Act (FERPA) and its regulations as well as state law governing the confidentiality of student education records. The district shall be entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law shall control.

Adopted: 2006

Revised: 3-8-2017

3-14-2018

LEGAL REFS.: 20 U.S.C. 1232g (*Family Educational Rights and Privacy Act*)  
20 U.S.C. 7908 (*military recruiter access to student records*)  
34 C.F.R. 99.1 *et seq.* (*FERPA regulations*)  
34 C.F.R. 300.610 *et seq.* (*IDEIA regulations concerning confidentiality of student education records*)  
C.R.S. 19-1-303 and 304 (*records and information sharing under Colorado Children's Code*)  
C.R.S. 22-1-123 (*district shall comply with FERPA*)  
C.R.S. 22-32-109 (1)(ff) (*duty to establish policy on disclosing eighth grade students names and mailing addresses to the Colorado Commission on Higher Education*)  
C.R.S. 22-32-109.1 (6) (*duty to establish policy on sharing information consistent with state and federal law in the interest of making schools safe*)  
C.R.S. 22-32-109.3 (2) (*duty to share disciplinary and attendance information with criminal justice agencies*)  
C.R.S. 22-33-106.5 (*court to notify of conviction of crime of violence and unlawful sexual behavior*)  
C.R.S. 22-33-107.5 (*school district to notify of failure to attend school*)  
C.R.S. 24-72-204 (2)(e) (*denial of inspection of materials received, made or kept by Safe2Tell Program*)  
C.R.S. 24-72-204 (3)(a)(VI) (*schools cannot disclose address and phone number without consent*)



C.R.S. 24-72-204 (3)(d) *(information to military recruiters)*

C.R.S. 24-72-204 (3)(e)(I) *(certain FERPA provisions enacted into Colorado Law)*

C.R.S. 24-72-204 (3)(e)(II) *(disclosure by staff of information gained through personal knowledge or observation)*

C.R.S. 24-72-205 (5) *(fee for copying public record)*

C.R.S. 25.5-1-116 *(confidentiality of HCPF records)*

CROSS REFS.: JK, Student Discipline

JLC, Student Health Services and Records

JRCA\*, Sharing of Student Records/Information between School District and State Agencies

KLMA, Relations with Military Recruiters, Postsecondary Institutions and Prospective Employers

**[Revised January 2018]**

COLORADO SAMPLE POLICY 1993©



# Strasburg School District 31J

Policy:	File:
Student Records/Release of Information of Students	JRA/JRC
Adopted:	Revision:
2006	January 2023

In recognition of the confidential nature of student education records, no person or agency may access student education records without prior written consent from the student's parent/guardian or the eligible student, except as set forth in law and this policy.

The superintendent or designee shall provide for the proper administration of student records in accordance with law, including the implementation of safeguard measures or procedures regarding access to and disclosure of student education records.

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Student education records do not include records maintained by a law enforcement unit of the school or school district that are created by that unit for the purpose of law enforcement.

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In accordance with applicable law, requests for inspection and review of student education records, requests for copies of such records, and disclosure of personally identifiable information therein shall be maintained as a part of each student's education record.

School personnel shall use reasonable methods to authenticate the identity of parents, students, school officials, and any other party to whom they disclose student education records. Authentication of identity prior to disclosure of electronic records through passwords or other security measures shall be required.

## **Access to student education records by parents and eligible students**

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such records and personally identifiable information therein. However, the parent is also entitled to access his/her child's education records, despite the lack of written consent from the eligible student, if the eligible student is a dependent for federal income tax purposes or the disclosure is in connection with a health or safety emergency. Access to student education records by parents or eligible students shall be in accordance with the regulation accompanying this policy.

#### **Request to amend student education records**

A parent or eligible student may ask the district to amend a student education record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student. Student grades cannot be challenged pursuant to this policy. Requests to amend a student education record shall be in accordance with the regulation accompanying this policy.

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- a. The specific records to be disclosed;
- b. The specific reasons for such disclosure;
- c. The specific identity of any person, agency or organization requesting such information and the intended uses of the information;
- d. The method or manner by which the records will be disclosed; and
- e. The right to review or receive a copy of the records to be disclosed.

The parent's or eligible student's consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program or in any other school program shall not constitute the specific written consent required by this policy.

All signed consent forms shall be retained by the school district.

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1. The disclosure is to a school official having a legitimate educational interest in the student education record or the personally identifiable information contained therein. In accordance with law, only those school officials who have a legitimate educational interest as described in this policy shall be permitted access to specific student education records.
  - a. For purposes of this policy, a "school official" is a person employed by the district as an administrator, supervisor, teacher or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the district has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, consultant or therapist); a parent or

student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks.

b. A school official has a "legitimate educational interest" if disclosure to the school official is: (1) necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement; (2) used within the context of official district business and not for purposes extraneous to the official's areas of responsibility; (3) relevant to the accomplishment of some task or to a determination about the student; and (4) consistent with the purposes for which the data are maintained.

2. The disclosure is to officials of another school, school system or postsecondary institution that has requested the records and in which the student seeks or intends to enroll, or has enrolled. Any records sent during the student's application or transfer period may be supplemented, updated or corrected as necessary.

3. The disclosure is to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities.

4. The disclosure is in connection with a student's application for, or receipt of, financial aid.

5. The disclosure is to state and local officials and concerns the juvenile justice system's ability to effectively serve, prior to adjudication, the student whose records are disclosed as provided under the Colorado Open Records Act and Colorado Children's Code. Such records and personally identifiable information shall only be disclosed upon written certification by the officials that the records and information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the parent or eligible student.

6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; to administer student aid programs; or to improve instruction.

7. The disclosure is to accrediting organizations for accrediting functions.

8. The disclosure is to the parent of an eligible student and the student is a dependent for IRS tax purposes.

9. The disclosure is in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or others.

10. The disclosure is to comply with a judicial order or lawful subpoena. The district shall make a reasonable effort to notify the parent or eligible student prior to complying with the order or subpoena unless:

a. The court order or subpoena prohibits such notification; or

b. The parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the court order is issued in the context of that proceeding.

11. The disclosure is to the Secretary of Agriculture, or authorized representative from the USDA Food and Nutrition Service or contractors acting on behalf of the USDA Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations and performance measurements of

state and local educational agencies receiving funding or providing benefits of program(s) authorized under the National School Lunch Act or Child Nutrition Act.

12. The disclosure is to an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access the student's case plan because such agency or organization is legally responsible, in accordance with applicable state or tribal law, for the care and protection of the student.

13. The disclosure is of "directory information" as defined by this policy.

### **Disclosure of directory information**

Directory information may also be disclosed without written consent of the parent or eligible student. "Directory information" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information which may be released includes but is not limited to the student's name, email address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Directory information also includes a student identification number or other unique personal identifier displayed on a student ID badge or used by the student to access or communicate in electronic systems, but only if the identifier cannot be used to gain access to student education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a password known only by the authorized user.

Student telephone numbers and addresses shall not be disclosed pursuant to this section.

The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than August 1<sup>st</sup> or the following Monday if August 1<sup>st</sup> is a Saturday or Sunday.

### **Disclosure of disciplinary information to school personnel**

In accordance with state law, the principal or designee shall communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person.

State law requires the principal or designee to inform the student and the student's parent when disciplinary information is communicated and to provide a copy of the shared disciplinary information. The student and/or the student's parent may challenge the accuracy of such disciplinary information through the process outlined in this policy and accompanying regulation.

### **Disclosure to military recruiting officers**

Names, addresses and home telephone numbers, as well as directory information, of secondary school students shall be released to military recruiting officers within 90 days of the request, unless a parent or eligible student submits a written request that such information not be released. Reasonable and

customary actual expenses directly incurred by the district in furnishing this information will be paid by the requesting service.

### **Disclosure to Medicaid**

In all cases in which a student is enrolled in the Colorado Medicaid program, the district shall release directory information consisting of the student's name, date of birth and gender to Health Care Policy and Financing (Colorado's Medicaid agency) to verify Medicaid eligibility of students. The district shall obtain written consent annually from a parent before the release of any non-directory information required for billing. To accomplish this, the district shall:

include a consent form with the "start of school" information each fall.

### **Disclosure to the Colorado Commission on Higher Education (CCHE)**

On or before December 31 of each school year, the school district shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

### **Annual notification of rights**

The district shall notify parents and eligible students of their rights pursuant to this policy at the beginning of each academic year. For notice to parents or eligible students who are disabled or whose primary or home language is other than English, the format or method of notice will be modified so it is reasonably likely to inform them of their rights.

A copy of the Family Educational Rights and Privacy Act, and this policy and accompanying regulation and exhibit may be obtained from the office of the superintendent during normal business hours.

### **Governing law**

The district shall comply with the Family Educational Rights and Privacy Act (FERPA) and its regulations as well as state law governing the confidentiality of student education records. The district shall be entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law shall control.

Adopted: 2006

Revised: 03-08-2017

Revised: 03-14-2018

Revised: 01-10-2023

LEGAL REFS.:        20 U.S.C. 1232g (*Family Educational Rights and Privacy Act*)  
                             20 U.S.C. 7908 (*military recruiter access to student records*)  
                             34 C.F.R. 99.1 *et seq.* (*FERPA regulations*)  
                             34 C.F.R. 300.610 *et seq.* (*IDEIA regulations concerning confidentiality of student education records*)

C.R.S. [19-1-303](#) and [304](#) (records and information sharing under Colorado Children's Code)

C.R.S. [22-1-123](#) (district shall comply with FERPA)

C.R.S. [22-32-109](#) (1)(ff) (duty to establish policy on disclosing eighth grade students names and mailing addresses to the Colorado Commission on Higher Education)

C.R.S. [22-32-109.1](#) (6) (duty to establish policy on sharing information consistent with state and federal law in the interest of making schools safe)

C.R.S. [22-32-109.3](#) (2) (duty to share disciplinary and attendance information with criminal justice agencies)

C.R.S. [22-33-106.5](#) (court to notify of conviction of crime of violence and unlawful sexual behavior)

C.R.S. [22-33-107.5](#) (school district to notify of failure to attend school)

C.R.S. [24-72-204](#) (2)(e) (denial of inspection of materials received, made or kept by Safe2Tell Program)

C.R.S. [24-72-204](#) (3)(a)(VI) (schools cannot disclose address and phone number without consent)

C.R.S. [24-72-204](#) (3)(d) (information to military recruiters)

C.R.S. [24-72-204](#) (3)(e)(I) (certain FERPA provisions enacted into Colorado Law)

C.R.S. [24-72-204](#) (3)(e)(II) (disclosure by staff of information gained through personal knowledge or observation)

C.R.S. [24-72-205](#) (5) (fee for copying public record)

C.R.S. [25.5-1-116](#) (confidentiality of HCPF records)

CROSS REFS.: [JK](#), Student Discipline

[JLC](#), Student Health Services and Records

[JRCA\\*](#), Sharing of Student Records/Information between School District and State Agencies

[KLMA](#), Relations with Military Recruiters, Postsecondary Institutions and Prospective Employers

## **Student Records/Release of Information on Students**

(Review, Amendment and Hearing Procedures)

In accordance with policy [JRA/JRC](#), this regulation contains the procedures to follow when a parent or eligible student seeks to review or challenge the content of student education records.

### **Request to review student education records**

1. The parent or eligible student shall submit a written request to the principal of the school attended by the student, asking to review the student's education records.
2. Upon receipt of the written request, the principal or designee shall set a date and time for inspection and review of the records (usually within three working days after the request has been made).
3. The parent or eligible student shall examine the student's education records in the presence of the principal and/or designee by the principal. The record itself shall not be taken from the school building.
4. During inspection and review of student education records by a parent or eligible student and when requested by them, the principal will provide personnel necessary to give explanations and interpretations of the records.
5. Upon request, one copy of the record shall be provided within a reasonable time to the parent or eligible student at a cost of \$0.25 per page.

### **Request to amend student education records**

1. The parent or eligible student shall submit a written request to the principal [or appropriate school official], clearly identifying the part of the record to be amended and specifying why the record is inaccurate, misleading or otherwise violates the student's privacy rights.
2. The written request to amend the student's education records must be made in writing within 10 school days of the date the records were first examined by the parent or eligible student, unless additional time is granted by the district for good cause shown.
3. If the principal or school official denies the request to amend the student education record, the principal/school official shall notify the parent or eligible



student of the decision and advise him or her of the right to a hearing to appeal the denial.

### **Request for a formal hearing**

A request for a formal hearing must be made in writing and addressed to the superintendent of schools. The district's response to the request shall be mailed within 10 school days.

The hearing shall be held in accordance with the following:

1. The hearing will be held within 25 school days after receipt of the request. Notice of the date, place and time of the hearing will be forwarded to the parent or eligible student by certified mail.
2. The hearing will be conducted by a principal or higher administrative official as designated in writing by the superintendent. The official conducting the hearing shall not be the principal who made the initial decision nor shall it be anyone with a direct interest in the outcome of the hearing.
3. Parents or eligible students shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney.
4. The official designated above shall make a decision in writing within 20 school days following the conclusion of the hearing and shall notify the parent or eligible student of that decision by certified mail.
5. The decision of the official shall be based upon the evidence presented at the hearing and shall include a summary of the evidence and the reason for the decision.
6. The decision shall include a statement informing the parents or eligible student of the right to place in the student education record a statement commenting upon the information in the records and/or setting forth any reason for disagreement. Any explanation placed in the records shall be maintained by the district. If the student education record is disclosed by the district to any other party, the explanation shall also be disclosed to that party.

Adoption date 2010

Revised: 3-8-2017



# Strasburg School District 31J

Policy:	File:
Student Records/Releases of Information of Students	JRA/JRC-R
Adopted:	Revision:
2010	January 2023

(Review, Amendment and Hearing Procedures)

In accordance with policy [JRA/JRC](#), this regulation contains the procedures to follow when a parent or eligible student seeks to review or challenge the content of student education records.

## **Request to review student education records**

1. The parent or eligible student shall submit a written request to the principal of the school attended by the student, asking to review the student's education records.
2. Upon receipt of the written request, the principal or designee shall set a date and time for inspection and review of the records (usually within three working days after the request has been made).
3. The parent or eligible student shall examine the student's education records in the presence of the principal and/or other person(s) designated by the principal. The record itself shall not be taken from the school building.
4. During inspection and review of student education records by a parent or eligible student and when requested by them, the principal will provide personnel necessary to give explanations and interpretations of the records.
5. Upon request, one copy of the record shall be provided within a reasonable time to the parent or eligible student at a cost of \$0.25 per page.

## **Request to amend student education records**

1. The parent or eligible student shall submit a written request to the principal [or appropriate school official], clearly identifying the part of the record to be amended and specifying why the record is inaccurate, misleading or otherwise violates the student's privacy rights.
2. The request to amend the student's education records must be made in writing within 10 school days of the date the records were first examined by the parent or eligible student, unless additional time is granted by the district for good cause shown.
3. If the principal or school official denies the request to amend the student education record, the principal/school official shall notify the parent or eligible student of the decision and advise him or her of the right to a hearing to appeal the denial.

### **Request for a formal hearing**

A request for a formal hearing must be made in writing and addressed to the superintendent of schools. The district's response to the request shall be mailed within 10 school days.

The hearing shall be held in accordance with the following:

1. The hearing will be held within 25 school days after receipt of the request. Notice of the date, place and time of the hearing will be forwarded to the parent or eligible student by certified mail.
2. The hearing will be conducted by a principal or higher administrative official as designated in writing by the superintendent. The official conducting the hearing shall not be the principal who made the initial decision nor shall it be anyone with a direct interest in the outcome of the hearing.
3. Parents or eligible students shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney.
4. The official designated above shall make a decision in writing within 20 school days following the conclusion of the hearing and shall notify the parent or eligible student of that decision by certified mail.
5. The decision of the official shall be based upon the evidence presented at the hearing and shall include a summary of the evidence and the reason for the decision.
6. The decision shall include a statement informing the parents or eligible student of the right to place in the student education record a statement commenting upon the information in the records and/or setting forth any reason for disagreement. Any explanation placed in the records shall be maintained by the district. If the student education record is disclosed by the district to any other party, the explanation shall also be disclosed to that party.

Adopted: 2010

Revised: 03-08-2017

Revised: 01-10-2023

## **Sharing of Student Records/Information between School District and State Agencies**

It is the Board of Education's intention to utilize all avenues under state law to facilitate the sharing of relevant student records and information when necessary to protect the safety and welfare of school district staff, visitors, students, and the public and to protect property.

The superintendent is directed to develop procedures and a training program for staff consistent with this policy. The procedures shall direct school district personnel to provide and obtain student records and information to/from state agencies, including law enforcement and judicial department agencies, to the extent required or allowed by state and federal law.

### **Sharing of information by the school district**

Disciplinary and attendance information shall only be shared with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the school district when necessary to effectively serve the student prior to adjudication. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.

School personnel who share disciplinary and attendance information concerning a student pursuant to this policy are immune from civil and criminal liability if they act in good faith compliance with state law.

Nothing in this policy shall prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from student's education records.

### **Information obtained from state agencies**

Within the bounds of state law, school district personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including to protect public safety and safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children's Code.

School district personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained. School personnel who knowingly violate this provision are

subject to disciplinary action pursuant to Board policy and to a civil penalty of up to \$1,000.

If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Educational Rights and Privacy Act ("FERPA").

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

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

Adopted: 2006

Revised: 5-10-2017

LEGAL REFS.: 20 U.S.C. §1232g (*Family Educational Rights and Privacy Act*) (*FERPA*)

34 C.F.R. §99.1 *et seq.* (*FERPA regulations*)

C.R.S. [19-1-303](#) and 304 (*records and information sharing under Colorado Children's Code*)

C.R.S. [19-1-304](#) (5.5) (*duty of prosecuting attorney to provide juvenile delinquency records*)

C.R.S. [19-2-921](#) (7.5) (*department of human services shall notify school district if student's parole conditions require school attendance*)

C.R.S. [22-1-123](#) (*district shall comply with FERPA*)

C.R.S. [22-2-139](#) (7) (*within confidentiality limits of state and federal law, information shall be shared to determine appropriate educational placement when a student is transferred to public school from day treatment facility, facility school or hospital*)

C.R.S. [22-32-109.1](#) (6) *(duty to establish policy on sharing information consistent with state and federal law in the interest of making schools safer)*

C.R.S. [22-32-109.3](#) (2) *(duty to share disciplinary and attendance information with criminal justice agencies)*

C.R.S. [22-33-106.5](#) *(court to notify of conviction of crime of violence and unlawful sexual behavior)*

C.R.S. [22-33-107.5](#) *(school district to notify of failure to attend school)*

C.R.S. [24-72-204](#) (2)(e) *(denial of inspection of materials received, made or kept by the Safe2Tell Program)*

C.R.S. [24-72-204](#) (3)(e)(I) *(certain FERPA provisions enacted into Colorado law)*

C.R.S. [24-72-204](#) (3)(e)(II) *(disclosure by staff of information gained through personal knowledge or observation)*

CROSS REFS.: [JKD/JKE](#), Suspension/Expulsion of Students

[JRA/JRC](#), Student Records/Release of Information on Students

**[Revised March 2013]**

COLORADO SAMPLE POLICY 2000©

## **Sharing of Student Records/Information between School District and State Agencies**

It is the Board of Education's intention to utilize all avenues under state law to facilitate the sharing of relevant student records and information when necessary to protect the safety and welfare of school district staff, visitors, students, and the public and to protect property.

The superintendent is directed to develop procedures and a training program for staff consistent with this policy. The procedures shall direct school district personnel to provide and obtain student records and information to/from state agencies, including law enforcement and judicial department agencies, to the extent required or allowed by state and federal law.

### **Sharing of information by the school district**

Disciplinary and attendance information shall only be shared with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the school district when necessary to effectively serve the student prior to adjudication. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.

School personnel who share disciplinary and attendance information concerning a student pursuant to this policy are immune from civil and criminal liability if they act in good faith compliance with state law.

Nothing in this policy shall prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from student's education records.

### **Information obtained from state agencies**

Within the bounds of state law, school district personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including to protect public safety and safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children's Code.

School district personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained. School personnel who knowingly violate this provision are

subject to disciplinary action pursuant to Board policy and to a civil penalty of up to \$1,000.

If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Educational Rights and Privacy Act ("FERPA").

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

Adopted: 2006

Revised: 5-10-2017

LEGAL REFS.: 20 U.S.C. §1232g (*Family Educational Rights and Privacy Act*) (*FERPA*)

34 C.F.R. §99.1 *et seq.* (*FERPA regulations*)

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C.R.S. [24-72-204](#) (3)(e)(I) *(certain FERPA provisions enacted into Colorado law)*

C.R.S. [24-72-204](#) (3)(e)(II) *(disclosure by staff of information gained through personal knowledge or observation)*

CROSS REFS.: [JKD/JKE](#), Suspension/Expulsion of Students

[JRA/JRC](#), Student Records/Release of Information on Students

**[Revised March 2013]**

COLORADO SAMPLE POLICY 2000©



# Strasburg School District 31J

Policy:	File:
Sharing of Student Records/Information between School District and State Agencies	JRCA
Adopted:	Revision:
2006	January 2023

It is the Board of Education's intention to utilize all avenues under state law to facilitate the sharing of relevant student records and information when necessary to protect the safety and welfare of school district staff, visitors, students, and the public and to protect property.

The superintendent is directed to develop procedures and a training program for staff consistent with this policy. The procedures shall direct school district personnel to provide and obtain student records and information to/from state agencies, including law enforcement and judicial department agencies, to the extent required or allowed by state and federal law.

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Disciplinary and attendance information shall only be shared with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the school district when necessary to effectively serve the student prior to adjudication. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.

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Within the bounds of state law, school district personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including to protect public safety and safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children's Code.

School district personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained. School personnel who knowingly violate this provision are subject to disciplinary action pursuant to Board policy and to a civil penalty of up to \$1,000.

If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Educational Rights and Privacy Act ("FERPA").

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

Adopted: 2006

Revised: 05-10-2017

Revised: 01-10-2023

- LEGAL REFS.:        20 U.S.C. 1232g (*Family Educational Rights and Privacy Act*) (*FERPA*)
- 34 C.F.R. 99.1 et seq. (*FERPA regulations*)
- C.R.S. [19-1-303](#) and [304](#) (*records and information sharing under Colorado Children's Code*)
- C.R.S. [19-1-304](#) (5.5) (*duty of prosecuting attorney to provide juvenile delinquency records*)
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- C.R.S. [24-72-204](#) (3)(e)(II) (*disclosure by staff of information gained through personal knowledge or observation*)
- CROSS REFS.:        [JKD/JKE](#), Suspension/Expulsion of Students (and Other Disciplinary Interventions)
- [JRA/JRC](#), Student Records/Release of Information on Students

## **Relations with District Charter Schools**

The Board of Education supports efforts by parents/guardians, teachers or other interested persons or organizations interested in establishing district charter schools within the district. In accordance with state law, district charter schools are intended to:

- Expand learning opportunities for all students
- Encourage diverse approaches to learning through the use of different, innovative, research-based or proven teaching methods
- Provide parents/guardians and students with expanded choices in the types of educational opportunities that are available within the public school system
- Encourage parental and community involvement with public schools

A district charter school shall be a public, nonsectarian, nonreligious, non-home-based school which operates within the school district and is accountable to the district's Board of Education. It is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. A district charter school has standing to sue and be sued in its own name for the enforcement of any contract it is authorized by law to enter into.

Enrollment shall be open to any child who resides within the school district or in contiguous school districts and who meets the criteria in the district charter application. However no district charter school shall be required to make alterations in the structure of its facility or the arrangement or function of rooms within the facility except as may be required by state or federal law. The majority of the district charter school's students, other than online students, must reside in the school district or in contiguous school districts. Students participating in any online program offered by the district charter school are not required to reside in the district or contiguous districts and there shall be no restriction on the number of online students that may enroll in any online program offered by the district charter school. A district charter school shall not charge tuition except as otherwise provided by law.

Each district charter school shall be governed by its own governing body in a manner agreed to by the district charter school applicant and the Board. An approved district charter application shall serve as the basis for negotiating a contract between the district charter school and the district. The contract shall reflect all agreements between the district and the district charter school

including the waiver of local district policies and the waiver of statutory requirements or rules by the State Board of Education.

A district charter school shall comply with all the state financial and budget rules, regulations and financial reporting requirements with which the school district is required to comply.

A district charter school shall be responsible for its own operation including but not limited to preparation of a budget, contracting for services and personnel matters. Services for which a district charter school contracts with the school district shall be negotiated and provided at district cost. No rent shall be charged for use of district facilities which may be available for the district charter school. Any moneys received by a district charter school from any source that remain at the end of any budget year shall remain in the district charter school account for use by the district charter school in subsequent years.

A district charter school may offer any educational program that may be offered by a school district, including an online program, unless expressly prohibited by its district charter or by state law.

The Board encourages district charter applicants to develop an educational program to serve the needs of students considered "at-risk" academically as evidenced by poor performance on the state assessments, among other things.

A district charter school shall begin in the fall following the date the application is approved, unless another starting time is agreed upon by the Board and the applicant.

The period for which a new district charter may be approved is a minimum of three academic years. Renewal of a district charter shall be for specified periods of time.

LEGAL REFS.:

C.R.S. [19-2-402](#) (3)(c) (*charter schools pay the proportionate share of educational expense of students in juvenile detention facilities*)

C.R.S. [22-30.5-101](#) et seq. (*Charter Schools Act*)

C.R.S. [22-32-124](#) (*Pursuant to section 104 of the Charter School Act, all decisions regarding the planning, sitting, and inspection of charter schools shall be made in accordance with the same statute that applies to school districts*)



# Strasburg School District 31J

Policy:	File:
Relations with District Charter Schools	LDB
Adopted:	Revision:
	January 2023

The Board of Education supports efforts by parents/guardians, teachers or other interested persons or organizations interested in establishing district charter schools within the district. In accordance with state law, district charter schools are intended to:

- Expand learning opportunities for all students
- Encourage diverse approaches to learning through the use of different, innovative, research-based or proven teaching methods
- Provide parents/guardians and students with expanded choices in the types of educational opportunities that are available within the public school system
- Encourage parental and community involvement with public schools

A district charter school is a public, nonsectarian, nonreligious, non-home-based school which operates within the school district and is accountable to the district's Board of Education. It is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, age, genetic information, need for special education services, or conditions related to pregnancy or childbirth. A district charter school has standing to sue and be sued in its own name for the enforcement of any contract it is authorized by law to enter into.

Enrollment is open to any child who resides within the school district or in contiguous school districts and who meets the criteria in the district charter application. However, no district charter school is required to make alterations in the structure of its facility or the arrangement or function of rooms within the facility except as may be required by state or federal law. The majority of the district charter school's students, other than online students, must reside in the school district or in contiguous school districts. Students participating in any online program offered by the district charter school are not required to reside in the district or contiguous districts and there is no restriction on the number of online students that may enroll in any online program offered by the district charter school. A district charter school will not charge tuition except as otherwise provided by law.

Each district charter school is governed by its own governing body in a manner agreed to by the district charter school applicant and the Board. An approved district charter application will serve as the basis for negotiating a contract between the district charter school and the Board. The contract must reflect all agreements between the district and the district charter school including the waiver of local district policies and the waiver of statutory requirements or rules by the State Board of Education.

A district charter school must comply with all the state financial and budget rules, regulations and financial reporting requirements with which the school district is required to comply.

A district charter school is responsible for its own operation including but not limited to preparation of a budget, contracting for services, and personnel matters. Services for which a district charter school contracts with the school district will be negotiated and provided at district cost. No rent will be charged for use of district facilities which may be available for the district charter school. Any moneys received by a district charter school from any source that remain at the end of any budget year will remain in the district charter school account for use by the district charter school in subsequent years.

A district charter school may offer any educational program that may be offered by a school district, including an online program, unless expressly prohibited by its district charter or by state law.

The Board encourages district charter applicants to develop an educational program to serve the needs of students considered "at-risk" academically as evidenced by poor performance on the state assessments, among other things.

A district charter school will begin in the fall following the date the application is approved, unless another starting time is agreed upon by the Board and the applicant.

The period for which a new district charter may be approved is a minimum of four academic years. Renewal of a district charter must be for specified periods of time.

Adopted:

Revised: 01-10-2023

LEGAL REFS.: 42 U.S.C. 2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)

C.R.S. [13-80-103.9](#) (liability for failure to perform an education employment required background check)

C.R.S. [19-2-402](#) (3)(c) (charter schools pay the proportionate share of educational expense of students in juvenile detention facilities)

C.R.S. [22-2-119](#) (inquiries prior to hiring)

C.R.S. [22-30.5-101](#) et seq. (Charter Schools Act)

C.R.S. [22-30.5-110](#) (1.3) (district must adopt procedures and timelines for the charter renewal process)

C.R.S. [22-30.5-110](#) (6) (district must adopt procedures for closing a charter)

C.R.S. [22-30.5-701](#) et seq. (Charter School Emergency Powers Act)

C.R.S. [22-32-109](#) (1)(pp) (district must annually distribute to district charter schools informational materials relating to federal student loan repayment programs and student loan forgiveness programs)

C.R.S. [22-32-120](#) (5) (district charter school may apply to the Colorado Department of Education for authorization as a school food authority)

C.R.S. [22-32-124](#) (pursuant to section 104 of the Charter Schools Act, all decisions regarding the planning, siting, and inspection of charter schools must be made in accordance with the same statute that applies to school districts)

1 CCR [301-88](#) (State Board of Education's rules establishing guiding principles for charter schools and charter school authorizers)



## **Relations with District Charter Schools**

(Procedures for Establishment, Renewal, Revocation and Waivers)

### **A. Establishment of a district charter school**

#### **Review by district accountability committee**

Prior to submission of an application to the Board of Education, the district charter school applicant must submit the application to the district accountability committee for review and comment. The committee shall include one person, who need not reside in the district, with knowledge of district charter schools and one parent of a student in the district. The parent must be a district charter school parent if the district has a district charter school(s). The accountability committee will have 30 days to review the proposal.

#### **Prerequisite for filing application**

A district charter school applicant must demonstrate that a majority of the proposed district charter school's pupils will reside in the chartering school district or in contiguous school districts in order to apply for or be granted a charter.

#### **Date for submission of application**

To allow sufficient time for an approved district charter school to begin operations at the beginning of the next academic school year, the application must be officially submitted to the Board or its designee by August 15. However, the Board and the applicant may mutually waive this deadline. *[Note: If the date for submitting applications is changed, the Board must notify each charter applicant of the change by certified letter.]*

Prior to submission of a formal application, persons preparing applications may submit a preliminary draft of the application to the Board or its designee for review and comment prior to formal submission.

*Negotiations must be concluded and the terms of the district charter agreed upon, no later than 90 days after the Board rules by resolution on the application.]*

An administrative team will be designated to provide information to an applicant about matters subject to negotiation between the applicant and the district and to begin the negotiation process.

### **Contents of the application**

In accordance with law, the approved district charter school application will be the basis for negotiating a contract between the district and the district charter school and will include:

#### **1. Cover page**

Provide the name of the applicant(s) and the name, address and phone number of a contact person.

#### **2. Purpose**

State the purpose for this district charter school including a geographic description of the area of intended service.

Provide evidence that an adequate number of parents/guardians, teachers and students support the formation of the proposed district charter school. This evidence shall be shown in aggregate (by grade level and school), without disclosing personally identifiable student information.

#### **3. Mission and goals**

Provide a copy of the mission statement of the district charter school including the process used to develop this statement. The mission statement of the proposed district charter school must be consistent with the declared purposes set forth in the law.

State the proposed three-year goals for the school including timelines. The applicant also should describe the process used to identify the goals. The goals will address accreditation standards and applicable goals and standards in federal law.

#### **4. Student achievement and curriculum**

Describe the district charter school's research-based educational program that has proven to be effective and the student performance standards to be achieved by the proposed school.

Detail the plan for academic accountability, including a description of measurable annual achievement goals that are based on the state accreditation indicators.

Provide a description of the curriculum to be used in the school. It should list the objectives and means of measuring student performance for each subject and each grade level.

Present a description of the district charter school's procedures for taking corrective action in the event that student performance at the district charter school falls below the specified achievement goals.

Present a description of the manner in which the district charter school will collect and use longitudinal assessment data in determining and improving the academic progress achieved by district charter school students.

Describe any objectives and means for increasing the educational opportunities for "at risk" students, meaning those students who because of physical, emotional, socioeconomic or cultural factors are less likely to succeed in school.

## 5. Criteria for enrollment decisions

Describe the enrollment policy and the criteria for enrollment decisions including a description of the proposed school's plan to include academically low-achieving students and to promote diversity and the plans for educational programs for exceptional students as well as students with special needs.

## 6. Governance and decision-making

Describe the governing body. This should include a detailed description of the relationship between the proposed school and the school district.

Describe the types and extent of parental and community involvement in the operation of the proposed school.

Provide information on how the district charter school will be accountable to the public. Specifically include how the following areas will be addressed:

- a. Provisions for a representative school accountability committee.
  - b. Development of an annual school improvement plan with supporting profile information
  - c. Representation on the district accountability commit
  - d. Reporting procedures to the Board and school community.
7. Employment plan and practices

Describe the employment policies of the school including a description of the qualifications for licensed and classified employees, employee compensation schedule, recruitment and selection procedures, plan for resolving employee relation problems, and a description of the relationship that will exist between the district charter school and its employees.

8. Financial data, facilities and transportation

Provide necessary evidence that the plan for the district charter school is economically sound.

Include a proposed budget for the term of the district charter and a description of the manner in which an annual audit of the financial and administrative operations of the district charter school, including any services provided by the state, the district or a third party, is to be conducted. A student fee schedule should be included in addition to a proposed schedule of cash flow.

Detail the plan for fiscal accountability.

Describe the services the charter school plans to purchase from the school district.

Provide a detailed summary of all insurance coverage and a proposal regarding the parties' respective legal liabilities.

Describe the facilities to be used and the way they will be obtained and maintained. Include any contracted services and the proposed contractor.

Describe the proposed student transportation system including the contract if services will be provided by a second party. If transportation is to be provided by the district charter school, include a plan for addressing the transportation needs of low income and academically low-achieving students.

Address whether the district charter school seeks authority to impose a transportation fee on enrolled students and if so, describe the circumstances and procedures by which the district charter school will impose such a transportation fee.

9. Requested waivers

List the local district policies for which waivers are requested. Include the reasons for each request.

List the state laws and regulations for which waivers are requested. Include the reasons for each request. Include a statement saying how the district charter school plans to comply with the intent of the statutes, rules and policies that are waived.

10. Additional information

Provide any additional information that might be helpful in supporting this request to establish a district charter school.

**Submission procedures**

No application fee will be charged by the Board.

The applicant must provide two original copies of the completed application printed single-sided on white paper, not stapled.

Applications will be accepted prior to August 15 for schools beginning in August. Applications are to be submitted to Superintendent of Schools.

### **Incomplete application**

If the application is incomplete, the Board will request additional information from the applicant and give the charter applicant a reasonable opportunity to provide additional information to the Board for review. The parties may mutually agree to waive any deadlines during the application process, including extending the deadline for Board consideration of the application.

### **Public meetings**

After giving reasonable notice, the Board will schedule and hold community meetings in the affected areas or the entire district to obtain information to assist the Board to make a decision about the district charter school application. All persons or groups who have an interest in the approval or denial of the district charter school application must present their comments or concerns to the Board in writing in a timely manner or in testimony during a public meeting on the district charter application to preserve a right to appeal the Board's decision on the district charter application.

### **Decision on the district charter application**

The Board will make a decision by resolution on the district charter school application either in a regular or special meeting within 75 days after receipt of the official application unless the parties have mutually agreed in writing to extend this deadline.

A new district charter may be approved for a period of at least three academic years. A district charter may not be approved unless a majority of the charter school's pupils will reside in the chartering school district or in contiguous school districts.

If the application is denied or if the Board does not review a proposed application, the Board will set forth in writing the grounds for denial or refusal to review. The Board shall notify the Colorado Department of Education of the denial and the reasons within 15 days after it makes this decision. If the application is granted, the Board will send a copy of the approved charter to the Department of Education within 15 days after approval of the application.

### **Negotiations**

All negotiations between the Board and an approved district charter school on the district charter agreement shall be concluded by and

all terms agreed upon no later than 90 days after the resolution approving the district charter application.

### **Appeal process**

The applicant may appeal the denial of its application or the imposition of conditions it finds unacceptable by filing a notice of appeal to the State Board of Education and the Board within 30 days of the Board's initial decision. Within

60 days, the State Board of Education will issue written instructions and recommendations to the Board. The Board will reconsider its initial decision and make a final decision within 30 days. If the final decision is still to deny the application, the applicant may file a second notice of appeal with the State Board of Education.

### **Facilitation**

In lieu of filing an appeal to the State Board of Education concerning the denial of a district charter application, nonrenewal or revocation of a district charter, or the unilateral imposition of conditions on a district charter applicant, the parties may agree to facilitation by filing a notice of facilitation with the State Board of Education within 30 days of the Board's initial decision. The parties may continue in facilitation as long as they agree to do so. After a seven-day cooling-off period, if one party rejects facilitation, the Board will reconsider its initial action and make a final decision. The applicant has 30 days from the final decision to appeal to the State Board of Education.

## **B. Renewal of a charter**

The governing body of a district charter school shall submit a renewal application to the Board of Education no later than December 1 of the year prior to the year in which the district charter expires. The Board of Education shall rule by resolution on the renewal application no later than February 1 of the year in which the district charter expires or by a mutually agreed upon date.

The renewal application must contain a complete report on the progress of the school in achieving the goals, objectives, student performance standards, content standards and other terms of the district charter contract and the results achieved by the district charter school students on state assessments.

The renewal application also must include a financial statement that discloses the costs of administration, instruction and other spending categories for the school.

### **C. Revocation of a charter**

A district charter may be revoked or not renewed by the Board if the Board determines following a hearing that the district charter school did any of the following:

1. Committed a material violation of any of the conditions, standards or procedures in the contract
2. Failed to meet or make reasonable progress towards achievement of student performance standards, applicable federal requirements or other goals set forth in the contract
3. Failed to meet generally accepted standards of fiscal management
4. Violated any provision of law from which the district charter school is not specifically exempt.

If the Board revokes or does not renew a charter, the Board will state its reasons for doing so.

### **D. Waivers**

A waiver of state rules or local district regulations is for the term of the charter.

#### **Waiver of receipt of funds**

The Board shall not grant any waiver to forego receipt of any amount of operational or capital construction funds provided to the district charter school under state or federal law.

#### **Request for waiver of state statute or regulation**

Within ten days after the contract between the district charter school and the Board of Education is approved by the Board, any request for release from state statutes or regulations shall be delivered by the Board to the State Board of Education. If the State



Board of Education grants the request, it will notify the local Board and the district charter school of its decision. If the State Board of Education denies the request, it will notify the local Board and the district charter school in writing that the request is denied and specify the reasons for denial. If notification is not received within 45 days (or 90 days, if the State Board of Education has extended the time for review of the request), the request shall be deemed by state law to be granted.

### **Review of waiver of state statute or regulation**

A waiver of state statutes or rules by the State Board of Education is subject to review periodically as provided by State Board rule and may be revoked if it is deemed no longer necessary.

**File: LBD-R**

## **Relations with District Charter Schools**

(Procedures for Establishment, Renewal, Revocation and Waivers)

### **A. Establishment of a district charter school**

#### **Review by district accountability committee**

Prior to submission of an application to the Board of Education, the district charter school applicant must submit the application to the district accountability committee for review and comment. The committee shall include one person, who need not reside in the district, with knowledge of district charter schools and one parent of a student in the district. The parent must be a district charter school parent if the district has a district charter school(s). The accountability committee will have 30 days to review the proposal.

#### **Prerequisite for filing application**

A district charter school applicant must demonstrate that a majority of the proposed district charter school's pupils will reside in the chartering school district or in contiguous school districts in order to apply for or be granted a charter.

#### **Date for submission of application**

To allow sufficient time for an approved district charter school to begin operations at the beginning of the next academic school year, the application must be officially submitted to the Board or its designee by August 15. However, the Board and the applicant may mutually waive this deadline. *[Note: If the date for submitting applications is changed, the Board must notify each charter applicant of the change by certified letter.]*

Prior to submission of a formal application, persons preparing applications may submit a preliminary draft of the application to the Board or its designee for review and comment prior to formal submission.

*Negotiations must be concluded and the terms of the district charter agreed upon, no later than 90 days after the Board rules by resolution on the application.]*

An administrative team will be designated to provide information to an applicant about matters subject to negotiation between the applicant and the district and to begin the negotiation process.

#### **A. Application requirements**

##### **Prerequisite for filing application**

A district charter school applicant must demonstrate that a majority of the proposed district charter school's pupils will reside in the chartering school district or in contiguous school districts in order to apply for or be granted a charter.

##### **Intent to apply**

At least [30] days before submitting an application, applicants must file an intent to apply form (LBD\*-E) with the district.

##### **Timeline for submission of application**

In accordance with this regulation, a district charter school applicant shall submit an application to the district from [August 1] through [October 1] between 8:00 or by 4:00 the first business day following [October 1] of the year preceding the proposed opening of the district charter school. This allows time for district administrator(s) to review the application for completeness and a review by the district accountability committee before the application is officially submitted to the Board. However, the Board and the applicant may jointly waive this deadline.

#### **Contents of the application**

In accordance with law, the approved district charter school application will be the basis for negotiating a contract between the district and the district charter school. At a minimum, the application shall ~~and will~~ include the following:

##### **1. Intent to apply form (exhibit LBD\*-E)**

##### **2. Executive summary**

Provide an executive summary that outlines the elements of the application and provides an overview of the proposed charter school.

##### **3. Vision and mission**

Provide a copy of the vision and mission statements of the district charter school and a description of the process used to develop the statements.

##### **4. Goals, objectives and student performance standards**

State the proposed four-year goals for the district charter school including timelines. Describe the process used to identify the goals. The goals shall address accreditation performance

indicators and applicable goals and standards in federal law.

#### **5. Purpose and evidence of support**

State the purpose for the district charter school and a geographic description of the area of intended service.

Provide evidence that an adequate number of parents/guardians and students support the formation of the district charter school. Where possible, this evidence shall be shown in aggregate (by grade level and school), without disclosing personally identifiable student information.

#### **6. Student achievement and curriculum**

Describe the district charter school's educational program, student performance standards and curriculum that shall provide students with the educational experiences necessary to achieve the standards.

Detail the plan for academic accountability, including a description of measurable annual targets for the measures used to determine the levels of attainment of the accreditation performance indicators.

Describe the curriculum to be used in the district charter school, including a list of the objectives and means of measuring student performance for each subject and each grade level.

Describe the district charter school's procedures for taking corrective action in the event that student performance at the school falls below the specified targets for the measures used to determine the levels of attainment of the accreditation performance indicators.

Describe the policies regarding student discipline, expulsion and suspension that are consistent with the intents and purposes of state and federal law.

Describe the plan for addressing the needs of students with special needs, including budget and staff requirements. The plan shall include identifying and meeting the learning needs of at-risk students, students with disabilities, gifted students and English language learners.

#### **7. Criteria for enrollment decisions**

Consistent with state and federal law, describe the enrollment policy and the criteria for enrollment decisions.

#### **8. Governance and decision making**

Describe the governing body, including a detailed description of the relationship between the district charter school and the school district.

Consistent with state law, describe the types and extent of parental, professional educator and community involvement in the governance and operation of the district charter school. Provide information on how the district charter school will be accountable to the public.

Describe expectations and plans for ongoing parent and community involvement.

#### **9. Employment plan and practices**

Describe the employment policies of the district charter school including a description of the qualifications for licensed and classified employees, employee compensation schedule(s), recruitment and selection procedures, plan(s) for resolving employee relation problems, and the relationship that will exist between the district charter school and its employees.

#### **10. Financial data, facilities and transportation**

Provide necessary evidence that the plan for the district charter school is economically sound.

Include a proposed budget for a term of at least five years and a description of the manner in which an independent annual audit of the financial statements is to be obtained, consistent with state and federal law. The proposed budget shall include all information and data necessary for the district and Board to understand how the district charter school will fund all of its operations during the term of the charter. A student fee schedule should be included in addition to a proposed schedule of cash flow.

Detail the plan for fiscal accountability.

Provide a detailed summary of all insurance coverage, which shall include workers' compensation, liability insurance, and insurance for the facility and its contents, and a proposal regarding the parties' respective legal liabilities.

Describe the facilities to be used, the reasonable costs of the facilities, and the way they will be obtained and maintained. Include any contracted services and the proposed contractor.

Describe the proposed student transportation system and food services program, including the contract if services will be provided by a second party. If transportation or food services are to be provided by the district charter school, include a plan for addressing the needs of low income students, complying with insurance and liability issues and complying with state and federal law.

Address whether the district charter school seeks authority to impose a transportation fee on enrolled students and if so, describe the circumstances and procedures by which the district charter school will impose such a transportation fee.

#### **11. Dispute resolution**

Describe the process consistent with state law that will be used to resolve disputes that may arise between the district and the district charter school.

#### **12. Requested "automatic waivers" under state law**

List the state laws and regulations included in the State Board of Education's list of "automatic waivers" that the district charter school requests.

#### **13. Requested waivers that are not "automatic waivers" under state law**

List the district policies for which waivers are requested. Include the reasons for each request.

List the state laws and regulations for which waivers are requested. Include the reasons for each request.

Include a statement saying how the district charter school plans to comply with the intent of the statutes, rules and policies that are waived.

#### **14. Education management provider, if applicable**

Include the following information if the district charter school intends to contract with an education management provider (EMP):

- ☐ a summary of the performance data for all current schools of the EMP, including documentation of academic achievement and school management success
- ☐ an explanation and evidence of EMP's capacity for successful expansion
- ☐ an explanation of existing or potential conflicts of interest between the governing board of the district charter school and the EMP
- ☐ a copy of the actual or proposed performance contract between the district charter school board and the EMP that specifies performance evaluation measures, methods of contract oversight and enforcement, compensation structure and fees, and conditions for contract renewal and termination.

#### **15. Additional information**

Provide any additional information that might be helpful in supporting the application to establish a district charter school.

##### **1.-Cover page**

~~Provide the name of the applicant(s) and the name, address and phone number of a contact person.~~

##### **2.-Purpose**

~~State the purpose for this district charter school including a geographic description of the area of intended service.~~

~~Provide evidence that an adequate number of parents/guardians, teachers and students support the formation of the proposed district charter school. This evidence shall be shown in aggregate (by grade level and school), without disclosing personally identifiable student information.~~

##### **3.-Mission and goals**

~~Provide a copy of the mission statement of the district charter school including the process used to develop this statement. The mission statement of the proposed district charter school must be consistent with the declared purposes set forth in the law.~~

~~State the proposed three-year goals for the school including timelines. The applicant also should describe the process~~

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~~used to identify the goals. The goals will address accreditation standards and applicable goals and standards in federal law.~~

~~4.-Student achievement and curriculum~~

Describe the district charter school's research-based educational program that has proven to be effective and the student performance standards to be achieved by the proposed school.

Detail the plan for academic accountability, including a description of measurable annual achievement goals that are based on the state accreditation indicators.

Provide a description of the curriculum to be used in the school. It should list the objectives and means of measuring student performance for each subject and each grade level.

Present a description of the district charter school's procedures for taking corrective action in the event that student performance at the district charter school falls below the specified achievement goals.

Present a description of the manner in which the district charter school will collect and use longitudinal assessment data in determining and improving the academic progress achieved by district charter school students.

Describe any objectives and means for increasing the educational opportunities for "at risk" students, meaning those students who because of physical, emotional, socioeconomic or cultural factors are less likely to succeed in school.

#### 5.-Criteria for enrollment decisions

Describe the enrollment policy and the criteria for enrollment decisions including a description of the proposed school's plan to include academically low-achieving students and to promote diversity and the plans for educational programs for exceptional students as well as students with special needs.

#### 6.-Governance and decision-making

Describe the governing body. This should include a detailed description of the relationship between the proposed school and the school district.

Describe the types and extent of parental and community involvement in the operation of the proposed school.



~~Provide information on how the district charter school will be accountable to the public. Specifically include how the following areas will be addressed:~~

- ~~a.—Provisions for a representative school accountability committee:~~
- ~~b.—Development of an annual school improvement plan with supporting profile information~~
- ~~c.—Representation on the district accountability commit~~
- ~~d.—Reporting procedures to the Board and school community:~~
- ~~7.—Employment plan and practices~~

~~Describe the employment policies of the school including a description of the qualifications for licensed and classified employees, employee compensation schedule, recruitment and selection procedures, plan for resolving employee relation problems, and a description of the relationship that will exist between the district charter school and its employees:~~

~~8.—Financial data, facilities and transportation~~

~~Provide necessary evidence that the plan for the district charter school is economically sound:~~

~~Include a proposed budget for the term of the district charter and a description of the manner in which an annual audit of the financial and administrative operations of the district charter school, including any services provided by the state, the district or a third party, is to be conducted. A student fee schedule should be included in addition to a proposed schedule of cash flow:~~

~~Detail the plan for fiscal accountability:~~

~~Describe the services the charter school plans to purchase from the school district:~~

~~Provide a detailed summary of all insurance coverage and a proposal regarding the parties' respective legal liabilities:~~

~~Describe the facilities to be used and the way they will be obtained and maintained. Include any contracted services and the proposed contractor.~~

~~Describe the proposed student transportation system including the contract if services will be provided by a second party. If transportation is to be provided by the district charter school, include a plan for addressing the transportation needs of low income and academically low-achieving students.~~

~~Address whether the district charter school seeks authority to impose a transportation fee on enrolled students and if so, describe the circumstances and procedures by which the district charter school will impose such a transportation fee.~~

#### ~~9.—Requested waivers~~

~~List the local district policies for which waivers are requested. Include the reasons for each request.~~

~~List the state laws and regulations for which waivers are requested. Include the reasons for each request. Include a statement saying how the district charter school plans to comply with the intent of the statutes, rules and policies that are waived.~~

#### ~~10.—Additional information~~

~~Provide any additional information that might be helpful in supporting this request to establish a district charter school.~~

### Submission procedures

No application fee will be charged by the Board.

The applicant must provide two original copies of the completed application printed single-sided on white paper, not stapled, or an electronic copy of the application.

At least 30 days prior to submitting an application, the applicant shall complete the intent to apply form (exhibit LBD\*-E) and provide the completed form to the district's designated administrator(s).

~~Applications will be accepted prior to August 15 for schools~~

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~~beginning in August. Applications are to be submitted to Superintendent of Schools.~~

On or before October 1<sup>st</sup> of the year preceding the proposed opening of the district charter school, the applicant shall submit the application to the district's designated administrator(s). Within 15 days after receiving the application, the district administrator shall review the application to determine whether all components required by law and policy have been addressed and if the application is deemed incomplete, the district administrator will document the missing components in a written notice to the applicant within the 15 day period. Applicants shall be allowed 15 days from the date of receipt of such notification to provide the missing information. Alternatively, the applicant may elect to withdraw the application or submit a complete application in a future year.

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If the application is deemed complete, the district administrator will indicate the date the applicant filed the initial application and forward the application to the district accountability committee.

#### **Review by district accountability committee**

The district accountability committee shall review an application before submission to the Board. The committee shall include one person, who need not reside in the district, with knowledge of district charter schools and one parent of a student in the district. The parent must be a district charter school parent if the district has a district charter school. The district accountability committee will have at least 15 days, if possible, to review the application prior to review by the Board. [Note: The district may establish a reasonable period of time for the district accountability committee to review the application.] Upon the committee's completion of its review, the designated district administrator(s) shall forward the application to the Board for review at the next regular Board meeting.

#### **Review by the Board**

The Board shall not accept or consider an incomplete application nor shall the Board take action on an application if the information deemed necessary by district administration to complete the application is not received within the 15 day period allowed by state law. Statutory timelines for Board action upon a complete district charter application shall commence when the district's designated administrator(s) receives the initial charter application from the charter applicant. The parties may mutually agree to waive any deadlines during the application process, including extending the deadline for Board consideration of the application.

### Incomplete application

~~If the application is incomplete, the Board will request additional information from the applicant and give the charter applicant a reasonable opportunity to provide additional information to the Board for review. The parties may mutually agree to waive any deadlines during the application process, including extending the deadline for Board consideration of the application.~~

### Public meetings

After giving reasonable notice, the Board will schedule and hold community meetings in the affected areas or the entire district to obtain information to assist the Board to make a decision about the district charter school application. ~~All persons or groups who have an interest in the approval or denial of the district charter school application must present their comments or concerns to the Board in writing in a timely manner or in testimony during a public meeting on the district charter application to preserve a right to appeal the Board's decision on the district charter application.~~

### Decision on the district charter application

The Board will make a decision by resolution on the district charter school application either in a regular or special meeting within 90 ~~75~~ days after receipt of the ~~official initial charter~~ application from the charter applicant or such deadline as may be mutually agreed upon by the Board and the applicant. unless the parties have mutually agreed in writing to extend this deadline. The Board may approve, approve with conditions, or deny the district charter application.

~~A new district charter may be approved for a period of at least three academic years. A district charter may not be approved unless a majority of the charter school's pupils will reside in the chartering school district or in contiguous school districts.~~

The Board may unilaterally impose conditions on a district charter school applicant only through adoption of a Board resolution. Such resolution shall, at a minimum, state the Board's reasons for imposing the conditions unilaterally.

If the application is approved with conditions, the applicant must satisfy all conditions before the Board may approve the application. An applicant's failure to satisfy all of the Board's conditions shall result in the Board's denial of the application.

If the application is approved, the district charter shall be granted for a period of at least four academic years.

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If the application is denied or if the Board does not review a proposed application, the Board will set forth in writing the grounds for denial or refusal to review. The Board shall notify the Colorado Department of Education of the denial and the reasons within 15 days after it makes this decision. If the application is ~~approved~~ **granted**, the Board will send a copy of the approved charter to the Department of Education within 15 days after approval of the application.

### **Negotiations**

All negotiations between the Board and an approved district charter school on the district charter agreement shall be concluded by and

all terms agreed upon no later than 90 days after the resolution approving the district charter application.

**B. Annual performance review of district charter**

The district's administration shall create a process for and ensure an annual review of the district charter school's performance.

At a minimum, the review shall include the district charter school's progress toward meeting the objectives of its accreditation plan and the results of the district charter school's most recent annual financial audit.

If the district charter school is required to implement a turnaround plan for a second consecutive school year, it shall also present the turnaround plan, a summary of changes made to improve its performance, and evidence that it is making sufficient improvement to attain a higher accreditation category within two school years or sooner.

The district charter school shall receive written feedback from the annual review and a copy shall be given to the Board for consideration in any decision to renew, revoke, or renegotiate the district charter.

**C. Renewal of a district charter**

Each district charter shall be provided a copy of these renewal procedures and timelines and receive a copy of any subsequent revisions to the procedures or timelines.

The governing body of a district charter school shall submit a renewal application to the Board no later than December 1 of the year prior to the year in which the district charter expires.

The renewal application shall contain a complete report on the progress of the school in achieving the goals, objectives, student performance standards, academic standards, targets for the measures used to determine the levels of attainment of the accreditation performance indicators, and other terms of the district charter contract and the results achieved by the district charter school students on state assessments.

The renewal application shall also include a financial statement that discloses the costs of administration, instruction and other spending categories for the school; and any information or materials resulting from the district's annual review of the district charter school.

The Board shall rule by resolution on the renewal application no later than February 1 of the year in which the district charter expires or by a mutually agreed upon date.

**D. Revocation of a district charter**

A district charter may be revoked or not renewed by the Board if the Board determines that the district charter school did any of the following:

1. Committed a material violation of any of the conditions, standards or procedures in the contract;
2. Failed to meet or make adequate progress toward achievement of the goals, objectives, academic standards, pupil performance standards, targets for the measures used to determine the levels of attainment of the student performance indicators, applicable federal requirements, or other terms identified in the contract;

3. Failed to make sufficient improvement to attain an accreditation category higher than turnaround status within two school years or if the district charter school is required to implement a turnaround plan for a third consecutive school year;

4. Failed to meet generally accepted standards of fiscal management; or

5. Violated any provision of law from which the district charter school is not specifically exempt.

The school district administration shall provide the Board and district charter school a written recommendation concerning whether to revoke or renew the district charter, including reasons supporting the recommendation. The recommendation shall be submitted at least 15 days prior to the date the Board will consider action to revoke or renew the district charter.

If the Board revokes or does not renew a district charter, the Board shall state its reasons for doing so in writing.

#### **E. Closure of a district charter school**

Following nonrenewal or revocation of a district charter school's charter, the school district shall, when practicable, allow the district charter school to continue to operate through the end of the school year. However, if the Board determines it is necessary to close the district charter school prior to the end of the school year, the school district shall work with the district charter school to determine an earlier closure date.

The school district shall work with the parents of students enrolled in the district charter school to ensure that students are enrolled in schools that meet their educational needs, whether such enrollment need happen mid-year or at the end of a school year.

The school district shall also work with the district charter school to ensure the district charter school meets its financial, legal and reporting obligations during the period of time that the district charter school is concluding its operations.

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#### **Appeal process**

~~The applicant may appeal the denial of its application or the imposition of conditions it finds unacceptable by filing a notice of appeal to the State Board of Education and the Board within 30 days of the Board's initial decision. Within~~

~~60 days, the State Board of Education will issue written instructions and recommendations to the Board. The Board will reconsider its initial decision and make a final decision within 30 days. If the final decision is still to deny the application, the applicant may file a second notice of appeal with the State Board of Education.~~

#### **Facilitation**

~~In lieu of filing an appeal to the State Board of Education concerning the denial of a district charter application, nonrenewal or revocation of a district charter, or the unilateral imposition of conditions on a~~

~~district charter applicant, the parties may agree to facilitation by filing a notice of facilitation with the State Board of Education within 30 days of the Board's initial decision. The parties may continue in facilitation as long as they agree to do so. After a seven-day cooling-off period, if one party rejects facilitation, the Board will reconsider its initial action and make a final decision. The applicant has 30 days from the final decision to appeal to the State Board of Education.~~

**B:—Renewal of a charter**

~~The governing body of a district charter school shall submit a renewal application to the Board of Education no later than December 1 of the year prior to the year in which the district charter expires. The Board of Education shall rule by resolution on the renewal application no later than February 1 of the year in which the district charter expires or by a mutually agreed upon date.~~

~~The renewal application must contain a complete report on the progress of the school in achieving the goals, objectives, student performance standards, content standards and other terms of the district charter contract and the results achieved by the district charter school students on state assessments.~~



The renewal application also must include a financial statement that discloses the costs of administration, instruction and other spending categories for the school.

**C.—Revocation of a charter**

A district charter may be revoked or not renewed by the Board if the Board determines following a hearing that the district charter school did any of the following:

- 1.—Committed a material violation of any of the conditions, standards or procedures in the contract
- 2.—Failed to meet or make reasonable progress towards achievement of student performance standards, applicable federal requirements or other goals set forth in the contract
- 3.—Failed to meet generally accepted standards of fiscal management
- 4.—Violated any provision of law from which the district charter school is not specifically exempt.

If the Board revokes or does not renew a charter, the Board will state its reasons for doing so.

**D.—Waivers**

A waiver of state rules or local district regulations is for the term of the charter.

**Waiver of receipt of funds**

The Board shall not grant any waiver to forego receipt of any amount of operational or capital construction funds provided to the district charter school under state or federal law.

**Request for waiver of state statute or regulation**

Within ten days after the contract between the district charter school and the Board of Education is approved by the Board, any request for release from state statutes or regulations shall be delivered by the Board to the State Board of Education. If the State

~~Board of Education grants the request, it will notify the local Board and the district charter school of its decision. If the State Board of Education denies the request, it will notify the local Board and the district charter school in writing that the request is denied and specify the reasons for denial. If notification is not received within 45 days (or 90 days, if the State Board of Education has extended the time for review of the request), the request shall be deemed by state law to be granted.~~

#### **~~Review of waiver of state statute or regulation~~**

~~A waiver of state statutes or rules by the State Board of Education is subject to review periodically as provided by State Board rule and may be revoked if it is deemed no longer necessary.~~