Board of Education Policies

October 2024

TFS Board and Council Members

TFS National/Corporate Board

Last Name	First Name	Board Position	Email
Jones	Dwight	President	dwight.jones@thirdfuture.org
Williams	Michael	Secretary/Treasurer	michael.williams@thirdfuture.org
Sward-Miller	Jennifer	Director	jennifer.swardmiller@thirdfuture.org
Wilsey	Mark	Director	mark.wilsey@thirdfuture.org
Jess	Ridgeway	Director	jess.ridgeway@thirdfuture.org

Colorado Board

Last Name	First Name	Board Position	Email
Mills	Patrick	President	patrick.mills@thirdfuture.org
Lindimore	Mary	Secretary/Treasurer	mary.lindimore@thirdfuture.org
Ngola-Trice	Rachel	Director	rachel.trice@thirdfuture.org
Morgan	Helen	Director	helen.morgan@thirdfuture.org
Robinson	Pam	Director	pam.robinson@thirdfuture.org

Texas Board

Last Name	First Name	Board Position	Email
Coleman	Conrad	President	conrad.coleman@thirdfuture.org
Reyes	Dorothy	Secretary/Treasurer	dorothy.reyes@thirdfuture.org
Arrambide	Sarah	Director	sarah.arrambide@thirdfuture.org
Roach	Blake	Director	blake.roach@thirdfuture.org
Van Norden	Martina	Director	martina.vannorden@thirdfuture.org

Lousiana South Board

Last Name	First Name	Board Position	Email
Maggiore	Kara	President	kara.maggiore@thirdfuture.org
Robillard	Baraynia	Director	baraynia.robillard@thirdfuture.org
Peters	Nelsene	Director	nelsene.peters@thirdfuture.org
Bennett	Ashley	Director	ashley.bennett@thirdfuture.org

Louisiana North Board

Last Name	First Name	Board Position	Email
Bradford	William	President	william.bradford@thirdfuture.org
Maggiore	Kara	Secretary/Treasurer	kara.maggiore@thirdfuture.org
Joseph	Curtis	Director	curtis.joseph@thirdfuture.org
Rozeman	Phillip	Director	phillip.rozeman@thirdfuture.org

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A. Foundations and Basic Commitments

AA -- Board Member Conflict of Interest Policy

Board members are expected to avoid conflicts of interest involving all matters considered by the Board. A conflict of interest exists when a member is confronted with an issue in which the member has a personal or financial interest or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the public interest.

1. If a Board member has a personal or financial interest in any matter being considered by the Board, the member shall disclose such interest to the Board, shall not vote on the matter, and shall not attempt to influence the decisions of other Board members.

2. A member of the Board shall not also be an employee of the school, nor shall a member receive any compensation for services rendered to the school. This provision shall not prohibit members from receiving reimbursement for authorized expenses incurred during the performance of board duties.

3. The Board shall not enter into any contract with any of its members or with a firm in which a member has a financial interest.

4. A Board member is expected to avoid conflict of interest in the exercise of the member's fiduciary responsibility. Accordingly, a Board member may not:

    a. disclose or use confidential information acquired during the performance of official duties as a means to further the Board member's own personal financial interests or the interests of a member of the Board member's immediate family;
    b. accept a gift of substantial value or economic benefit which would tend to improperly influence a reasonable person, or which the Board member knows or should know is primarily for the purpose of a reward for official action;
    c. engage in a substantial financial transaction for private business purposes with a person whom the Board member directly supervises;
    d. perform an official act which directly confers an economic benefit on a business in which the Board member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent.

Board members will affirm annually that they have read this policy and that they have no known or suspected violations of this policy.

AC – Nondiscrimination/Equal Opportunity Policy

The school is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. It is critical to this commitment that anyone who may have experienced discrimination or harassment in the context of the school's educational programs, activities, or employment can report their concerns without fear of retaliation.

This policy is designed to foster a climate that provides preventative measures and encourages the reporting of discrimination and harassment and related retaliation. The school administrators will engage in prevention efforts, train the school community, respond to all complaints promptly, provide supportive measures, and develop fair and equitable processes to investigate and address complaints of discrimination and harassment, and related retaliation, and ensure all parties are treated fairly and impartially.

This policy defines prohibited conduct and guides individuals to the specific policy governing the applicable reporting and response processes. Complaints of harassment or discrimination against a student and complaints of bullying against a student based on membership in a protected class should be made pursuant to the school's Harassment and Discrimination Investigation Procedures for Students Policy. Complaints under Title IX should be made under the school's Sex-based Harassment Investigation Procedures Policy. Supportive measures and prompt response times are required components of all policies.

Definitions

- **"Bullying"** is any written or oral expression, physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental or emotional harm to another. Bullying is student-on-student behavior. The school's Bullying Prevention and Education Policy has more details on the definition of bullying, the prevention process, and the reporting process. If the bullying is based on a student's protected class, the behavior may constitute discrimination or harassment. Bullying based on a student's protected class should be addressed through the school's Bullying Prevention and Education Policy.
- **"Protected classes"** include race, color, gender, sex, sexual orientation, gender identity or expression, transgender status, religion, national origin, immigration/citizenship status, ancestry, age, pregnancy, marital status, veteran status, disability, family composition and genetic information of an employee or applicant for employment.
  For purposes of this policy and the implementing regulations:
    - **"Race"** includes hair texture, hair type, hair length, or a protective hairstyle, such as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, afros, and headwraps, that is commonly or historically associated with race.
    - **"Sexual Orientation"** means an individual's identity (or another person's perception of their identity), in relation to the gender(s) to which the individual is sexually or

emotionally attracted and the behavior or social affiliation that may result from the attraction.

- **"Gender Expression"** means an individual's way of reflecting and expressing gender to the outside world, typically demonstrated through appearance, dress, and behavior.
- **"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.

- **"Harassment"** is any unwelcome, physical or verbal conduct or any written, graphic, or visual communication directed at a student, employee, applicant, or member of the public based on their protected class that is objectively offensive to a reasonable individual who is a member of the same protected class, that also:
  - for a student, is either made a term or condition of access to educational services, is used or threatened to be used as a basis for educational decisions affecting the student, interferes with a student's ability to participate in the school's educational services, or creates an intimidating, hostile, or offensive educational environment;
  - for an applicant or an employee, is subjectively offensive to the individual alleging harassment, is made a term or condition of employment, is used as a basis for employment decisions affecting the individual, unreasonably interferes with the individual's work performance, or creates an intimidating, hostile, or offensive working environment;
  - for a member of the community, is subjectively offensive to the individual alleging harassment, and unreasonably interferes with a community member's ability to participate in the school's services, activities, or opportunities.

  Whether conduct constitutes harassment depends on several factors, including, but not limited to:
  - the type, frequency, and duration of the conduct;
  - the number of individuals involved and their relationships;
  - the age and education level of individuals involved;
  - the location and context in which the conduct occurred;
  - whether the conduct is threatening or any real or perceived power differential exists;
  - any use of stereotypes, epithets, slurs, or degrading conduct or communication;
  - whether the conduct includes an act of physical violence;
  - the effect on the complainant's education or employment, if applicable.
- **"Discrimination"** occurs when a student or community member is denied or limited in the ability to participate in or benefit from the school's services, activities, or opportunities on the basis of their protected class. Discrimination also occurs when the school fails or refuses to hire an employee, discharges an employee, or otherwise treats an employee differently with respect to compensation, terms, conditions, privileges, opportunities, or status on the basis of their protected class. Harassment of a student, employee, or community member is a form of discrimination.

The following Board policies have more details on harassment and discrimination and the related complaint process:

    - Harassment and Discrimination Investigation Procedures for Students
    - Sex-based Harassment Investigation Procedures
- **"Retaliation"** is intimidating, threatening, coercing, or discriminating against an individual who has reported an incident of harassment, discrimination, or bullying. Retaliation includes charges against a student for code of conduct violations related to the incident for the purpose of punishing a student for making a report or otherwise interfering with a student's rights under this policy.
- **"Sex-based Harassment"** under Title IX is conduct on the basis of sex that could include unwelcome sexual advances, requests for sexual favors, or other unwelcome physical or verbal conduct or communication of a sexual nature. Because Title IX's definition of sex-based harassment is a federal standard, the definitions and procedures differ slightly from sex-based harassment under state law. More information on sex-based harassment can be found in the following Board policies:
    - Sex-based Harassment Investigation Procedures
- **"Respondent"** means a student or employee who has been reported to have engaged in conduct that could constitute harassment.
- **"Complainant"** means a student, employee, or community member alleged to have experienced discrimination or harassment. A complainant may or may not be the reporting party.
- **"Reporting Party"** means a person who raises a concern or allegation of discrimination or harassment on behalf of a complainant with the compliance officer. Any school student, employee, or community member may be a reporting party.
- **"Compliance Officer"** means the school employee who is responsible for coordinating and overseeing the school's discrimination and harassment prevention and response efforts. Among other responsibilities, the compliance officer will coordinate and oversee the school's discrimination and harassment investigation, consultation, recordkeeping, monitoring, and training processes. To facilitate this work, all school employees must inform the compliance officer of all reports and complaints raising discrimination and harassment issues implicating this policy. The compliance officer may appoint a designee to perform any of their assigned duties, including performing the investigation and issuing the report.
- **"Supportive Measures"** are individualized services to restore or preserve equal access to education, protect student and employee safety, or deter harassment and discrimination. Supportive measures may be provided regardless of whether a complaint has been filed. Supportive measures may include, but are not limited to:
    - Counseling;
    - extensions of deadlines or other course-related adjustments;
    - extra time for homework or tests;
    - the opportunity to resubmit homework or retake a test;
    - remedying an impacted grade;
    - excused absences;
    - the opportunity for home instruction;
    - modifications to class schedules; and

    - restrictions on contact between the parties to a complaint of harassment or discrimination.
- **"Title IX Coordinator"** means the employee designated by the school to coordinate its efforts to comply with Title IX of the Education Amendments and the school's Title IX program.
    - Title IX Coordinator: Matt Montoya, Director of Special Programs, matt.montoya@thirdfuture.org, 431 North Sable Blvd, Aurora, Colorado, 80011

Harassment, Discrimination, and Retaliation Prohibited

Discrimination, harassment, and bullying on the basis of protected class are prohibited at any school or school-sanctioned activity or event, on any school property (or off school property when such conduct has a connection to the school), or any school curricular or non-curricular activity or event. Retaliation for reporting harassment or for participating in any way in an investigation of harassment or discrimination is also prohibited.

Use of a Student's Chosen Name

Harassment or discrimination includes the knowing or intentional use of a name other than a student's chosen name once that student has completed the process outlined in the School's Non-legal Name Change policy.

School Action

The school encourages anyone - students, parents and family members, volunteers, educators, or staff members - who witness bullying, harassment, discrimination, or retaliation to report the conduct by making a complaint in accordance with the appropriate Board policy. All school staff who witness or receive complaints of harassment or discrimination are required to promptly share any such complaints with the compliance officer.

The school will take appropriate action to promptly and impartially investigate allegations of discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior, and to prevent retaliation against the individual who files the complaint and/or any person who participates in the investigation. When appropriate, the school will take additional action during the investigation to protect against further discrimination, harassment, or retaliation.

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

Upon determining that incidents of discrimination or harassment are occurring in particular school settings or activities, the school will implement measures designed to stop the discrimination or harassment and otherwise remedy the problem in those areas or activities.

Any student or employee who engages in discrimination or harassment will be disciplined according to applicable Board policies and the school will take reasonable action to restore lost educational or employment opportunities to the complainant(s) and others impacted.

The compliance officer will refer any potential criminal charges to law enforcement.

Notice and Training

The school will issue a written notice prior to the beginning of each school year that advises students, parents, employees, and the general public that the educational programs, activities, and employment opportunities offered by the school are offered without regard to disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, marital status, national origin, religion, ancestry, or need for special education services. With respect to employment practices, the written notice will prohibit discrimination on the basis of age, genetic information, and conditions related to pregnancy or childbirth.

The announcement will also include the name, address, email address, and telephone number of the person(s) designated to coordinate Title IX, Section 504, and ADA compliance activities. Where possible, the notice will be disseminated to persons with limited English language skills in the person's own language. It will also be made accessible to persons who are visually or hearing impaired.

This policy and the corresponding Board policies, which include the grievance process, must be prominently posted on the school's website in plain language, and made available to all students, parents, and staff through electronic or hard-copy distribution.

Students and school employees will receive periodic training related to recognizing, reporting and preventing discrimination and harassment. School employees must receive additional training related to handling reports of discrimination and harassment.

The training will comply with Colorado state law and will include, but not be limited to, instruction on the following:

- Recognizing harassment or discrimination, including indicators of grooming and child sexual abuse;
- The appropriate immediate response when harassment or discrimination is reported to or witnessed by an employee; and
- Reporting harassment or discrimination to the school.

Adopted: XXX, 20XX

LEGAL REFS.:

20 U.S.C. 1681 *(Title VII, Education Amendments of 1972)*
20 U.S.C. 1701-1758 *(Equal Employment Opportunity Act of 1972)*
29 U.S.C. 621 *et seq. (Age Discrimination in Employment Act of 1967)*
29 U.S.C. 701 *et seq. (Section 504 of the Rehabilitation Act of 1973)*
42 U.S.C. 12101 *et seq. (Title II of the Americans with Disabilities Act)*
42 U.S.C. 2000d *(Title VI of the Civil Rights Act of 1964, as amended in 1972)*
42 U.S.C. 2000e *(Title VII of the Civil Rights Act of 1964)*
42 U.S.C. 2000ff *et seq. (Genetic Information Nondiscrimination Act of 2008)*
34 C.F.R. Part 100 through Part 110 *(civil rights regulations)*
C.R.S. 2-4-401 (3.4) *(definition of gender expression)*
C.R.S. 2-4-401 (3.5) *(definition of gender identity)*
C.R.S. 2-4-401 (13.5) *(definition of sexual orientation)*
C.R.S. 18-9-121 *(bias-motivated crimes)*

C.R.S. 22-1-143 (*definition of harassment or discrimination)*
C.R.S. 22-1-145 *(use of a student's chosen name)*
C.R.S. 22-32-109 (1)(ll) *(Board duty to adopt written policies prohibiting discrimination)*
C.R.S. 22-32-110 (1)(k) *(definition of racial or ethnic background includes hair texture, definition of protective hairstyle)*
C.R.S. 24-34-301 *et seq. (Colorado Civil Rights Division)*
C.R.S. 24-34-301 (3.3) *(definition of gender expression)*
C.R.S. 24-34-301 (3.5) *(definition of gender identity)*
C.R.S. 24-34-301 (7) *(definition of sexual orientation))*
C.R.S. 24-34-402 *et seq. (discriminatory or unfair employment practices)*
C.R.S. 24-34-402(1.3)(a) (*definition of "harass" or "harassment")*
C.R.S. 24-34-402.3 *(discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)*
C.R.S. 24-34-601 *(unlawful discrimination in places of public accommodation)*
C.R.S. 24-34-602 *(penalty and civil liability for unlawful discrimination*

B. School Board Governance and Operations

BG – Board of Education Policy Process

The Third Future Schools Board of Education (the Board) considers policy development, maintenance and approval one of its chief responsibilities. It is the intent of the Board to develop and maintain written Third Future Schools policies that guide and support the Network's goals and the successful, efficient functioning of the Network schools. The purpose of this policy is to outline the policy development, maintenance, and approval processes and clarify the relation of policy with other administrative guidance such as regulations, handbooks, etc.

The policies of the Board are framed and meant to be interpreted in the context of state laws and regulations and other regulatory agencies within state and federal levels of government. Changes in needs, conditions, purposes and objectives as well as changes in state and federal laws and regulations will require revisions, deletions and additions to the policies of the present and future Board.

The policies developed by the Board and the administrative regulations developed to implement policy are designed to increase the probability of an effective and efficient school system. Consequently, it is assumed that all employees and students will carry them out willingly.

Employees shall be responsible for informing their subordinates of existing policies and regulations and for seeing that they are implemented in the spirit intended.

The Board endorses for use in this Network the policy development and codification system of the National Education Policy Network/National School Boards Association (NEPN/NSBA), as recommended by state-specific legal counsel. The Superintendent is responsible for implementing Board policies and regulations.

Development of Policy

Proposals regarding new policies are welcomed and may be initiated in writing by a member of the Board, the Superintendent or designee, staff member or group of employees, parent/guardian, student, consultant, or civic group.

The Board shall use a careful and orderly process in examining all policy proposals prior to action upon them. The policy proposals will normally be referred to the Superintendent for consideration and possible further action.

Review and Maintenance of Policy

The Superintendent is given the continuing commission of calling to the Board and Administration's attention all policies that are out of date or for other reasons appear to need revision. The Board or committee of the Board will work with the Superintendent to develop revisions. Depending on the task, the Superintendent may form an informal committee, comprised of groups impacted, to receive feedback prior to involving the Board committee. The Board committee or Superintendent may also invite subject matter experts to attend the Board committee meetings to support discussions on specific issues as needed. The Board committee will finalize the proposed revisions and facilitate the process for administrative and legal review as needed. The Board committee will also review any related regulations and exhibits to ensure update compatibility and consistency. The Superintendent will review proposed changes and may suggest further recommendations to the Board.

This commission shall include a timely, annual review of legal counsel's proposed annual updates based on state legislative changes. These reviews and updates will normally be conducted by the Superintendent or a group of school leaders or lead teacher appointed by the Superintendent. Staff members who identify inadequacies in existing policies are encouraged to inform the appropriate supervisor who shall forward this information to the Superintendent.

To ensure that policies are updated to meet changing conditions and state and federal laws, all policies and supporting regulations shall be reviewed at least every three years by the Board committee and the date of review annotated on the policy if no changes are made.

Adoption, waiver, and/or repeal of Policy/Policy Revisions

Unless two-thirds of the members of the Board shall waive this requirement, the Board shall adhere to the following procedure in considering and adopting policies, making policy changes, or repealing existing policies to insure that they are well examined before final adoption.

1. First regular or special meeting--the proposal shall be presented as an information item for discussion during the non-action portion of the agenda.

2. Second regular or special meeting--the proposal shall be presented for discussion and action during the action portion of the agenda.

A new policy proposal or policy change may be referred back to the Administration and/or Board committee when the Board determines that the proposed policy action needs further study, and then brought back to the Board for approval.

Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions by a majority vote of the Board. However, the above procedure is required before the policy shall be considered permanent.

The Board may also waive element(s) of a policy for a specific time period, e.g., “grandfather” clauses, or for a specific purpose, e.g., charter school policy waivers, by a majority vote of the Board.

Implementation of Policy/Development of Regulations

The Superintendent has responsibility for carrying out, through administrative regulations as necessary, the policies established by the Board.

The Board shall delegate to the Superintendent or designee the function of developing implementing regulations and procedures under which the Network will operate in accordance with Board policy. Regulations may further refine or clarify policy as well as document implementation procedures.

In the development of administrative regulations, the Superintendent or designee shall involve at the planning stage those who would be affected by such rules including staff members, students, parents/guardians and the public and submit such regulations to the Board committee for review.

Before issuance, regulations shall be properly titled and coded as appropriate to the policy codification system selected by the Board.

Network Administrative Handbooks

In order that pertinent Board policies, Network regulations, and department, and/or school rules and procedures may be known by all affected staff members and students, the Superintendent and principals will issue staff and student handbooks as found necessary and desirable to enhance the continuous improvement process. It is essential that all such handbooks conform to Network wide policies and regulations and contain a statement that policy/regulation guidance takes precedence in all cases of potential conflict. Therefore, the Board expects these handbooks to be approved by the Superintendent or administrative designee prior to publication. A copy of all handbooks published shall be made available to the Board for information.

Administration in the Absence of Policy

In cases where action must be taken and the Board has provided no guidelines in policy for such action, the Superintendent shall have the power to act. His decisions, however, shall be subject to review by the Board at its next regular meeting. The Superintendent shall inform the Board promptly of actions taken and the possible need for policy action. If the Board chooses to take no policy action, the Superintendent may issue a directive to provide clarifying Network guidance. Board policy will take precedence over the Superintendent’s directives in cases of potential conflict. Before issuance, the Superintendent’s directives shall be properly titled and coded as appropriate to the policy codification system selected by the Board.

Board Review of Regulations, Handbooks and Directives

The Board retains the right to review regulations, Network wide handbooks and Superintendent's directives issued by the Administration to ensure they are consistent with policies and regulations adopted by the Board. The Board will address any concerns to the Superintendent or designee for action.

The Board shall only officially approve regulations when required by State or Federal law, or when requested to do so by the Superintendent.

Communication and Availability

The Superintendent or designee shall establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the regulations needed to put them into effect. The Superintendent or designee shall maintain a master copy of all Board policies and regulations.

A copy of all Board policies, Network administrative regulations, and employee agreement associated personnel handbooks shall also be maintained on the Network's website. Updates will be posted to the website within one week of Board/Administration approval.

All Network employees, students, and members of the community will have access to the above as soon as practicable at the administrative offices during business hours and on the Network's website. Students and parents/guardians will be informed of all policy and regulation changes affecting students. Requests for policy and regulation information may be made to the Superintendent.

LEGAL REFS.: C.R.S. 22-32-109 (1)(a-c)
C.R.S. 22-32-110, et al. C.R.S. 22-33-104 (4)
1 CCR 301-1, Rules 2202-R-3.04 (5)(i)

TFS Board Policy CB – Superintendent Employment

Revised 21 August 2018

CB – Superintendent Employment

There shall be a Superintendent employed by written contract by the Third Future Schools' Board of Education (the Board). The Superintendent shall possess the power and discharge the duties that pertain to the Superintendent's office together with those defined in state law and in Board policies and regulations.

Under the direction and control of the Board, the Superintendent shall have general supervision and direction of all public schools in the network. The Superintendent shall be responsible for carrying out the policies and regulations adopted by the Board. In all matters where duties are not definitely described, the Superintendent shall exercise his/her discretion subject to the approval of the Board.

LEGAL REF: C.R.S. 24-18-105

D. Fiscal Management

DJA – Authorized Signature and Purchasing

The Board of Education's authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent or designee 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.

In order to receive the greatest value for each dollar expended, it shall be the policy of the school to purchase in quantity whenever possible and practical. This includes the use of state contracts and the use of competitive quotations, prices or other opportunities wherever applicable.

Preference shall be given to supplies, materials and provisions produced, manufactured or grown in Colorado, if such preference is not for articles of inferior quality to those offered by competitors outside of the state.

Except in emergencies or for reasons of economy or safety, the annual purchase of major pieces of equipment 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 or designee 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, in the case of any unusual expenditures, the Board should be consulted.

The building principal is responsible to monitor proper purchasing by their staff members and to ensure that no purchases exceed the funds available in the account to which they are charged.

Quality, price, delivery time, guarantees, and past experience shall be considered in the purchasing of goods and services.

LEGAL REF:

C.R.S. 22-32-109 (1)(b) (Board of education – specific powers and duties – safe schools)

DJA-R – Authorized Signature and Purchasing Regulations

Purchase Orders

Before any purchase order will be issued, a purchase requisition must be completed by the requestor on the form designated by the Superintendent. If an emergency purchase is necessary and it is impossible to obtain a purchase order, the principal, or designee, will report the emergency purchase to the Superintendent the next working day. An emergency is defined as a condition that if not corrected immediately will cause the destruction of school property, endangerment of life, or complete cessation of educational activities.

Purchase orders are not required for mileage, personal reimbursements, and travel claims.

Purchasing Cards/Credit Cards

Purchasing cards/credit cards will be issued to specific employees for the purpose of improving the efficiency of the purchasing process in the school. All purchases will be for school use only. All employees that are purchasing cardholders will comply with the School Purchase Card User Agreement. Changes to the School Purchase Card User Agreement will be maintained by the Superintendent. Purchasing card transaction limits will be determined by the Superintendent.

DIE -- Audits/Financial Monitoring

In accordance with state law, the Comprehensive Annual Financial Report (CAFR) of the Network schools shall be audited annually, following the close of the fiscal year.

The Board shall appoint an independent certified public accountant licensed to practice in Colorado and knowledgeable in government accounting to conduct the audit and the audit shall contain the following:

1. Financial statements prepared in conformity with generally accepted governmental accounting principles.
2. Disclosures in accordance with the *Financial Policies and Procedures Handbook*. The supplemental schedules of receipts and expenditures for each fund shall be in the format prescribed by the State Board of Education and shall be in agreement with the audited financial statements of the Charter School Institute.
3. All funds and activities of the Network schools.
4. A budget to actual comparison for each fund and activity.
5. The auditor's opinion on the financial statements. If the opinion is anything other than unqualified, the reason must be explained.
6. Disclosure of all instances of noncompliance with federal or state law.
7. A supplemental listing of all investments held by the Network schools at the date of the financial statement.
8. A calculation of the Network schools's fiscal year spending in accordance with the state constitution.

The auditor must complete and submit the Comprehensive Annual Financial Report (CAFR) to the Superintendent no later than five months following the fiscal year end, unless:

1. The contract with the authorizer requires an earlier submission date, or
2. The state auditor grants an extension.

Upon receipt, the Superintendent must provide a copy to the authorizing district's or state's Chief Financial Officer (CFO), or their designee, by the deadline specified in the contract.

Appointment of Auditor

To create a balance between independence, fresh perspectives, staff continuity, audit efficiency and competitive pricing the Network schools will solicit proposals for auditing services at least every six years or use a third-party audit firm.

The Board shall annually approve the appointment of an auditor to audit the school's financial statements.

Only in unique and extraordinary circumstances, when it is deemed to be in the Network schools's best interest, is the Board to consider approving the appointment of the incumbent auditor for an additional single year beyond a six-year period. In no event is an auditor to be retained to audit the school's financial statements for more than seven consecutive years.

Nothing in this policy prohibits the Board from acting to limit the duration of the engagement in order to protect the school's interests should the Board determine an early termination is warranted for performance or pricing considerations or other criteria advantageous to protecting the Network schools' reputation or financial condition.

LEGAL REFS.:
C.R.S. 22-32-109 (1)(k)
C.R.S. 24-75-601.3
C.R.S. 29-1-601 *et seq.*

DB -- Financial Planning and Budget

Financial Planning

The Superintendent shall develop and maintain a multi-year financial plan that is related directly to the board's results priorities and operational expectations goals, and that avoids long- term fiscal jeopardy to the school.

The Superintendent will develop a budget that:

1. Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the results priorities and any operational expectations goals for the year;

2. Credibly describes revenues and expenditures.

3. Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.

4. Discloses budget-planning assumptions.

5. Assures fiscal soundness in future years.

6. Reflects anticipated changes in employee compensation, including inflationary adjustments, performance increases and benefits.

7. Provide resources sufficient to support the Board in its governance capacity in order to assure that the governance function is effective and efficient.

Resources will be sufficient to provide for:

a. training to orient candidates and new members;
b. external monitoring assistance to permit the Board to exercise confident control over school performance;
c. Stakeholder dialogs;
d. Membership, appropriate salary costs, staff recognition, consultation, training and attendance at conferences and workshops, surveys, focus groups, and opinion analyses.

DFE – Cash Handling

Purpose:
To ensure the control and safekeeping of the school's cash using accounting best practices.

Policy Statement:
The establishment of strong internal controls for cash collections is necessary to prevent mishandling of funds and to safeguard against loss. Strong internal controls are also designed to protect employees from inappropriate charges of mishandling funds by defining his/her responsibilities in the cash handling process. Cash handling includes but is not limited to staff with the following roles and responsibilities: Office Managers, Office Support Staff, deposit preparers, and reconcilers.

Schools should be aware that at any time, internal or external auditors may visit to perform unannounced cash handling observations and/or cash counts.

Definitions:

Cash - Cash refers to any money that is paid to the school in the form of paper currency, checks, and/or money orders.

Policy:

1. More than one person must account for cash received. A system of checks and balances should be established. For example, the school staff collects the cash, creates receipt, and the Office Manager creates the deposit.
2. All cash must be kept in a locked box and stored in a secure location (locked drawer, closet, or safe) at all times.
3. All transactions must be documented with a three-part receipt. One receipt is given to the payee, the second is attached as documentation to the deposit, and the third is filed and maintained per the TFS Record Retention Policy.
4. All bank deposits must be accounted for and documented as written in the TFS Cash Handling Procedures.
5. Bank deposits must be verified by someone who does not typically handle cash. For example, the school principal or assistant principal(s).
6. Bank deposits must be made on a weekly basis if either of the two conditions occur:
    - there is more than $100 in cash receipts; or
    - at least one check or money order is received, during regular business hours.
7. The office should be supplied with adequate cash to make change for payees making cash payments ($300). The change must also be reconciled on a weekly basis.

8. No one, under any circumstances, may borrow any money from the cash box, or use this money to purchase items for the school. THIS IS NOT A PETTY CASH BOX.
9. It is the responsibility of the Office Manager/Office Support staff to ensure that all funds are received, receipted, safeguarded, and accurately accounted for on a daily basis. Any discrepancies in cash handling or deviations from this policy may result in disciplinary action, up to and including termination of employment.

DFEE – Credit Card (CC)

1. Third Future Schools Finance Department may establish credit cards (Ramp) for employees in good standing. Recurring credit card limits shall not exceed $25,000 for any one card. Credit card limits may be adjusted to accommodate large purchases previously approved through Third Future Schools's accounts payable system.

2. The assignment of a credit card does not exempt card holders from following Third Future Schools's procurement policies and procedures.

3. Card holders must adhere to Third Future Schools's purchasing policy before making any purchases.

4. Credit card purchases can only be made by the designated cardholder and/or their designee.

5. Credit cards can be used to purchase goods and services that have been approved and are within the fiscal year budget.

6. Credit cards should never be used for a cash advance or to purchase any controlled/banned substances.

7. Credit cards must not be used for personal expenses including but not limited to entertainment; alcohol; tobacco; and cash advances.

    - If personal charges are added to the credit card, the card holder or approved designee must notify the Finance Department immediately and submit a check or money order payable to Third Future Schools for the personal charge.
    - Repayment is due within 30 days of the charge.
    - If payment is not made by the employee, Third Future Schools reserves the right to deduct the expense from the employee's next paycheck.

8. Receipts are always required. Itemized receipts are required for any purchase. Non-itemized receipts will be recorded by the Finance Department monthly.

9. Receipts and the credit card reconciliation form must be submitted by the 10th calendar day each month in order to retain credit card privileges. Late submission will be recorded by the Finance Department monthly.

10. For each lost or non-itemized receipt, the card holder or designee must either repay Third Future Schools or has the option to submit a missing receipt form to the Finance Team.

11. Any lost or non-itemized receipt not approved by the Finance Team or Executive Director must be repaid to Third Future Schools within the current fiscal year.

12. Repeated misuse of the credit card (instances below) will result in the loss of credit card privileges and could lead to termination.

a. Unapproved charges
b. Excessive lost and/or non-itemized receipts
c. Late submission of credit card reconciliation form
d. Excessive personal charges
e. Unpaid personal charges

13. Lost or stolen cards must be reported immediately to the Finance Department.

DIE -- Fiscal Accounting Policy

Financial Administration

The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's results or meeting any operational expectations goals; or places the long-term financial health of the school in jeopardy.

The Superintendent will:

1. Assure that payroll and legitimate debts of the school are promptly paid when due.

2. Assure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality.

3. Use a competitive bidding procedure for the purchase of supplies, materials and equipment, and any contracted services except professional services, for all transactions in excess of $50,000.

4. Coordinate and cooperate with the Board's appointed financial auditor for an annual audit of all district funds and accounts, assuring that the audit report is presented directly to the Board and in terms of district compliance with this policy.

5. Make all reasonable efforts to collect any funds due the district from any source.

6. Keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.

7. Publish a financial condition statement annually.

The Superintendent may not without Board approval:

8. Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds or from tax anticipation notes.

9. Obligate the school for any short or long-term expenditures that would indebt the school.

10. Expend monies from reserve funds.

11. Permanently transfer money from one fund to another.

12. Allow any required reports to be overdue or inaccurately filed.

13. Receive, process or disburse funds under controls that are insufficient under generally accepted accounting procedures.

DJ -- Procurement

Purpose:
The purpose of this Policy is to structure TFS's purchasing processes and sourcing strategies to ensure that the services and goods we acquire are the result of transparent, objective, time and cost-effective decision making and risk management.

Policy Statement:
Third Future Schools (TFS) Procurement Policy is designed to provide guidelines for the procurement of goods and services, and to ensure that ethical and professional practices are adhered to. This Policy is applicable to all TFS employees who order goods and/or services, or any other person involved with the procurement process.

PURCHASING GUIDELINES

- Procedures and processes must reflect a procurement system that is fair, equitable, transparent, competitive, cost effective, and provides a quality product.
- When making purchases, consideration will be given to the price as well as other factors such as timely delivery, warrant ability, quality of the product and such other factors as the district in its sole discretion deems appropriate.
- TFS will take appropriate action against corrupt or unethical activities and acts of financial misconduct.
- Procedures are to be established which assure that purchases are appropriate and that funds are available before purchases are authorized.
- All transactions should be properly documented.
- Guidelines related to the receipt of gifts and promotional items must be adhered to.
- Where possible, TFS will purchase from local suppliers rather than from overseas suppliers, to encourage local business development.
- Purchases of supplies, materials, equipment, and other items or services necessary and appropriate for the operation of TFS are authorized to be made by the Superintendent or designee, after the TFS Board of Directors has adopted a budget and appropriated funds.
- TFS shall obtain competitive quotations or bids whenever possible with the understanding that there are special, unique, or emergency items or services which will not always lend themselves to such processes.
- TFS personnel shall not use district bids, purchase orders, manual checks, petty cash, or tax exempt status to obtain materials, equipment or services for their personal benefit.

- Should there not be mutual agreement between the initiator of the purchase request and the Director of Finance as to the propriety of any purchase request, the matter shall be referred to the TFS Superintendent.
- All purchases, financial commitments, and contracts for services, except for approved capital projects of $750,000 or more, shall be deemed as approved by the TFS Board of Directors. Exceptions may be made by the Superintendent or designee in cases of emergencies, which shall be reported to the Board no later than its next regular meeting.
- Any expenses (except for emergency situations, see above) between $25,001 and $750,000 that require a budget adjustment of more than 10% of the Board approved budget line item or requires a budget adjustment to a restricted Board approved budget line item, written approval is required by the TFS Board of Directors. This may require an ad hoc meeting to facilitate the approval.

The Department of Finance has the responsibility for reviewing the availability of funds and the accuracy of the purchase requisition and may seek further clarification as to the necessity or appropriateness of the material or service.

The Department of Finance shall have the responsibility for ensuring that any purchases requiring competitive quotations or bids is adhered to. Sound business judgment is to be exercised in determining those materials and services which lend themselves to the bidding process. Users may assist in developing specifications and be involved in selections. Cooperative purchasing with other school districts or governmental agencies is encouraged. Particular emphasis is to be placed on quantity purchasing.

Leasing of equipment for school district purposes must meet guidelines for multiyear contracts specified by each State's statute. Prior to entering into a contract for the lease of equipment for any district use, the request must be reviewed by TFS Finance Committee in collaboration with the Director of Finance. and approved by the Superintendent or designee.

TFS Department of Finance is available to assist employees when purchasing materials, services, or entering into a contractual agreement.

Purchase Authorization/Contract Execution:
Purchases from any TFS fund must be approved/authorized in accordance with all TFS policies and require the following approvals shown in the chart below.

Type	$ Amount	Preferred Payment Method	Budget Approval Required By
Purchases of materials, supplies, and/or services (including capital equipment) will be processed as follows:			
Any total purchase (cumulative)	Up to $2,500	Credit Card/ Employee Reimbursement	Written approval from appropriate budget authority such as principal, director, Superintendent or designee
Any total purchase (cumulative)	$2,501 to $25,000	Credit Card/Account Payable Process*	Written approval from appropriate budget authority such as principal, director, Superintendent or designee
Any total purchase (cumulative)	$25,001 to $750,000	Account Payable Process*	Written approval from appropriate budget authority such as a director, Superintendent or designee. If the expense requires a budget adjustment of more than 10% of the Board approved budget line item or requires a budget adjustment to a restricted Board approved budget line item, written approval is required by the TFS Board of Directors.
Any total purchase (cumulative)	$750,001 or over	Account Payable Process*	Written approval required by the TFS Board of Directors

*A different purchasing method may be used if authorized by the Director of Finance or designee.

Due to the size and organizational structure of TFS, the following chart outlines the approval policy for specific TFS positions:

Position	$ Amount	Budget Approval Required By
TFS School Staff: assistant principals, deans, teachers, front office staff	Up to $2,500	Written approval from appropriate budget authority: School Principal TFS Directors Superintendent or designee
	$2,501 to $25,000 **EMERGENCY PURCHASES ONLY**	Written approval from appropriate budget authority: School Principal TFS Directors Superintendent or designee
	$25,001 to $750,000 **NOT ALLOWED**	N/A
	$750,001 or over **NOT ALLOWED**	N/A
TFS School Staff: principals (or designated school leaders)	Up to $2,500	No approval is required so long as the purchase adheres to TFS Procurement Policies and Procedures.
	$2,501 to $25,000 **EMERGENCY PURCHASES ONLY**	Written approval from appropriate budget authority: TFS Directors, Superintendent or designee
	$25,001 to $750,000 **NOT ALLOWED**	N/A
	$750,001 or over **NOT ALLOWED**	N/A
TFS Directors Operations Executive Dir. of Schools	Up to $2,500	No approval is required so long as the purchase adheres to TFS Procurement Policies and Procedures.
	$2,501 to $25,000	Written approval from appropriate budget authority: TFS Director of Finance, Superintendent or designee

	$25,001 to $750,000	Written approval from appropriate budget authority: Superintendent or designee, Reviewed by TFS Finance Committee If the expense requires a budget adjustment of more than 10% of the Board approved budget line item or requires a budget adjustment to a restricted Board approved

		budget line item, written approval is required by the TFS Board of Directors.
	$750,001 or over **NOT ALLOWED**	Written approval required by the TFS Board of Directors

Position	$ Amount	Budget Approval Required By
TFS Director of Finance	Up to $25,000	Reviewed by TFS Finance Committee
	$25,001 to $750,000	Written approval from appropriate budget authority: Superintendent, Reviewed by TFS Finance Committee If the expense requires a budget adjustment of more than 10% of the Board approved budget line item or requires a budget adjustment to a restricted Board approved budget line item, written approval is required by the TFS Board of Directors.
	$750,001 or over **NOT ALLOWED**	N/A
TFS Superintendent	Up to $750,000	Reviewed by TFS Finance Committee If the expense requires a budget adjustment of more than 10% of the Board approved budget line item or requires a budget adjustment to a restricted Board approved budget line item, written approval is required by the TFS Board of Directors.

	$750,001 or over	Written approval required by the TFS Board of Directors

*A different purchasing method may be used if authorized by the Director of Finance or designee.

Noncompetitive/Sole Source Purchases:
Sole source purchases are characterized as the one and only source, regardless of the marketplace, possessing a unique and singularly available performance capability. The Director of Operations or designee is responsible for approval of requests for sole source purchases. Appropriate substantiating written documentation is required and may include:

- That the efficient utilization of existing goods requires the acquisition of compatible goods or services;
- That the efficient provisioning of services requires providers who are familiar with TFS's unique model and system;
- That the goods or services required for the exchange of software or data with other public or private agencies are available from only one source;
- That the goods or services are for use in a pilot or an experimental project; and/or

- Other findings that support the conclusion that the goods or services are available from only one source.

Purchases are to be made competitively with the exception of the following:

1. The competitive process will result in higher cost or otherwise adversely affect TFS as determined by the Director of Operations. The Director of Operations shall document the basis for the determination in the purchasing file.
2. The service is a professional service that requires a higher degree of professional skill such as engineering and architectural services, professional management or educational consulting, legal services, medical services, technology services or other services as determined by the Director of Finance and the Director of Operations, Executive Director of Schools, or the Superintendent for capital construction related services.
3. A particular product or service is required to standardize or maintain standardization, reduce financial investment, or simplify administration.
4. A particular product or service is required to maintain interchangeability or compatibility as a part of an existing system.
5. Purchases are made in cooperation with federal, state, other local government units, other school districts, the Cooperative Education Purchasing Council, U.S. communities, Western States Contracting Alliance or the Multiple Assembly of Procurement Officials when it is in the best economic interest of TFS as determined by the Superintendent.
6. Instructional materials; e.g. textbooks, library books, tests, teaching aids, publications, videos, films or software.
7. The product or service is the subject of an insurance claim or a change order.
8. The product is perishable, and the purchase would not encourage favoritism or substantially diminish competition.
9. The product is for resale.
10. Property (Real Estate)
11. Surplus Property
12. Advertising agreements
13. Purchases less than $50,000
14. The purchase is made pursuant to an existing purchase agreement that has substantially complied with the requirements of TFS Purchasing Guidelines
15. Emergency contracts pursuant to the requirements set forth in this policy

Specific Vendor or Brand Name Purchasing Requests:
When there is a request to purchase a specific product or to use a specific product or to use a specific vendor, the following information is required to justify the purchase:

- Identify the unique features and performance capabilities.
- If there are other products and/or services available, explain why they are not acceptable.
- Identify any no cost items to be part of the purchase.
- Explain any maintenance or technical support issues.

Emergency Purchases:
Emergency situations shall be defined as those instances that may adversely affect the health, welfare or safety of students, employees or the general public, when any delays would place an

excessive financial burden on TFS, or when delays would cause significant harm to TFS. In the case of an emergency requiring the immediate purchase of goods or services, the employee managing the emergency shall have the authority to authorize the purchase of necessary goods or services in the open market regardless of the amount of the purchase.

Follow up for emergencies occurring during weekday working hours:

- Contact and receive approval from the Director of Finance or designee.
- Submit a written explanation of the emergency to the Finance Department.
- Only minimum quantities should be ordered.
- Every effort will be made to place emergency orders the same day.

Follow up for emergencies occurring during periods other than normal working hours:

- An emergency purchase may be made directly with the vendor by a school or department.
- A letter of justification explaining the circumstances of the emergency must be delivered to the Finance Department during the first working day after the purchase.

Unauthorized Purchases:
Unauthorized purchases by school or department staff will not be processed by the Finance Department. Individuals who make unauthorized purchases may be held personally responsible for payment and/or subject to disciplinary action.

If it is determined that TFS will assume responsibility for the purchase, payment may be processed through the Accounts Payable process with a memorandum to the Director of Finance explaining the circumstances of the purchase. It is the responsibility of the principal, department director, or designee to approve the unauthorized purchase, if it is in the best interests of TFS, and to discuss TFS policy with the individual.

Either significant or repeated unauthorized purchases will be reported to the Superintendent.

The Director of Operations shall establish bid/proposal terms and conditions that govern all procurement transactions. Unsolicited bids/proposals and bids/proposals from unapproved or non-prequalified vendors shall not be considered unless the Director of Operations determines that it is in the best interest of the district to accept such bids/proposals. Purchases made directly from other district departments are exempt from these solicitation guidelines. Note that the source of funds for the purchase may affect the method.

Bid/Proposal/Quotation Award Authorization:

- **Requests for Proposal:** The Superintendent, Director of Operations or designee must approve all awards.
- **Less than $50,000:** This would be considered a small-dollar purchase that may be awarded at the buyer's discretion. A competitive process is not required; however, an e- mail or facsimile quote may be deemed appropriate.
- **$50,000 up to $100,000:** Informal Procurement Procedures.
- **Greater than $100,000**: Formal bid/proposal. The Superintendent, Director of Operations or designee must approve all awards.

Informal Procurement Procedures:
Any procurement of goods or services exceeding $50,000 but not exceeding $100,000 may be awarded in accordance with informal procurement procedures. A contract awarded pursuant to these procedures may be amended to exceed $100,000 only if the amendment is necessary to the fulfillment of the contract and the basis for the need to amend is not reasonably foreseeable at the time of the original award. Amendments with the aggregate total of 10 percent or less of the original contract price will be presumed to be reasonable.

A procurement may not be artificially divided or fragmented so as to qualify for an informal procurement under this section.

When conducting an informal procurement, the purchaser shall seek at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The purchaser shall keep a written record of the sources and terms of the quotes or proposals received. If three quotes or proposals are not reasonably available, fewer will suffice, but the purchaser shall create a written record of the effort made to obtain the quotes or proposals.

If a contract is awarded, the purchaser shall award the contract to the offeror whose quote or proposal will best serve the interests of the contracting agency, taking into account price as well as considerations including, but not limited to, experience, expertise, product functionality, suitability for a particular purpose and contractor responsibility.

Formal Procurement Procedures:
Procurements shall be awarded by formal competitive solicitations as follows:

- Competitive Sealed Bids: Defined as quotes and bids where detailed specifications, which describe the materials, equipment, and/or service, are available. Formal bids may be opened at public meetings. When opened in public, prices and relevant information are read to those in attendance. An award is offered to the lowest priced and most responsible and responsive bidder whose bid meets the requirements and criteria set forth in the invitation to bid.
- Competitive Sealed Proposals: These are defined as instances when the products, services or projects are of a complex nature or when the expertise of the marketplace is required. Only the identities of those who have responded will be read at proposal openings. An award is made to the responsible offer or the proposal determined to be the most advantageous to the district, taking into consideration price and other evaluation factors set forth in the request for proposal.

Negotiations:
Competitive or noncompetitive negotiations may be used in place of proposals or may be used as part of any proposal process if the Superintendent or Director of Operations or designee determines that this is in the best interest of the district.

Dispute Resolution:

The Superintendent or designee is authorized to settle and resolve questions regarding any protest concerning the solicitation, consideration or award of a bid/proposal, or controversies arising between the district and a vendor with regard to contracts. If deemed necessary, TFS counsel shall be consulted. Only protests sent directly to the Superintendent will be recognized for consideration. The decision of the Superintendent shall be final. Protests of a solicitation must be filed in writing within seven (7) business days of posting bid/Request for Proposal (RFP) document. Protests of an award of a bid/RFP must be filed in writing within seventy-two (72) hours of the intent to award notice.

Public Access:
Quotes and bids shall be subject to public inspection throughout the evaluation process. Requests for proposals shall be considered working documents that may be negotiated and therefore shall not be subject to public inspection during the evaluation process. These documents will be available for review once an award has been made. However, any bidder or proposer may submit confidential items such as intellectual property, trade secret, privileged or confidential commercial or financial information as long as those items are clearly identified, limited to the scope as set forth in this section and reasonably separated so as not to limit disclosure of nonprivileged information. Such identified documents shall not be disclosed pursuant to each state's Public Records Laws. All information in each state's statute is a strong presumption for disclosure. Marking information as confidential is not necessarily sufficient to prevent disclosure. The following information concerning the proposal shall not be considered as confidential commercial information even if it is clearly marked as such: prices, non-financial information concerning compliance with specifications, guarantees and warranties.

Public Works Contract
The following procedures shall be used when awarding a public works contract. However, the provisions in this section shall not be applicable if a public work project utilizes federal funding.

Public Works: "Public works" means any construction, alteration, repair, demolition or improvement of any land, building, structure, facility, road, highway, bridge or other public improvement suitable for and intended for use in the promotion of the public health, welfare or safety and any maintenance programs for the upkeep of such project exceeding $500,000 in a fiscal year.

Work Force:
Colorado labor shall perform at least 80 percent of the work of each separate construction phase for any public works contract. TFS shall waive the 80 percent requirement if there is reasonable evidence to demonstrate that insufficient Colorado labor is available to perform the work of the project and if compliance would create an undue burden that would substantially prevent a project from proceeding to completion. TFS shall post notice of this waiver and justification on its website. TFS will not impose contractual damages on a contractor for a delay in work due to the waiver process.

E. Support Services

TFS Board Policy EBCE-R – School Closing
Revised 29 August 2018

EBCE-R – School Closing

Responsibilities

The Superintendent or designee is responsible for making the decision on all school closures, delays or early dismissals. It is the intent of the Third Future Schools Board and the Superintendent to keep the school open on every scheduled student-teacher contact day. The only time the school will close on a scheduled student-teacher contact day is when emergency vehicles cannot navigate the roads or the city requires vehicles to stay off the roads. Still, the Network recognizes that there may be other emergencies or situations that may require one of our schools to close for the day.

A timely decision to cancel or delay the start of school shall be made to ensure announcements are provided to the public no later than 5:30 a.m. unless there are extenuating circumstances.
A decision to implement an early release of school shall be made to ensure announcements are provided to the public no later than 11:00 a.m. unless there are extenuating circumstances. The decision to cancel extracurricular activities will be made by 1:00 p.m., unless there are extenuating circumstances.

The principal of the school will be responsible for disseminating information on all closures, delays, early releases and cancellations to local media and publicizing such information on other appropriate forms of communication/media.

When schools are open, parents may choose to keep their children home or delay their arrival when conditions warrant. Such absences may be excused pursuant to Policy JH, Student Absences and Excuses.

Employees

When schools remain open during adverse weather, employees are required to attempt to report as soon as it is reasonably safe to do so. If an employee deems it too dangerous to travel to the school, he/she should notify the principal immediately. If conditions change, the employee should report to work if there are at least two hours remaining in the scheduled school day.

LEGAL REFS.: C.R.S. 22-32-109 (1)(n)
C.R.S. 22-33-104 (1)

EBD -- Maintenance/Control of Materials/Property Management

The school administration shall ensure that proper records are kept on all textbooks, permanent supplies, and equipment owned by the school system.

Records shall include records of issuance of such items to the school and teacher records of issuance to students.

School administration, staff members, and students shall be held responsible for items that have been issued for their use.

The Superintendent shall establish procedures for the use, maintenance, and control of cellular phones and computer equipment.

All school-owned equipment for extracurricular activities, shall be issued at the beginning of each season and returned at the end of each season. Complete records shall be kept on all such equipment.

At least once a year, teachers shall make a careful inspection of textbooks and permanent supplies in use by students. They shall impose fines for damages resulting from carelessness and unwarranted use by students, provided that no fines shall be imposed without the approval of the Principal.

A damage and loss statement will be filled out for any lost or damaged property. The damage and loss statement will be submitted to the supervisor of the accountable person. Loss or damage due to negligence may result in forfeiture of equipment, inability to sign for or use school property in the future, or other disciplinary action.

The Superintendent upon review of the damage and loss statement may alter the disciplinary decision made by the accountable person's supervisor.

EB-R – Safety Program

In order to meet the objectives of the Third Future Schools Board of Education (the Board) safety policy, it is necessary for all students, employees, volunteers and visitors to be aware of and comply with all approved TFS (the network) safety standards, first aid and occupational safety and health policies and procedures, and applicable state and federal safety and health requirements.

RESPONSIBILITIES

It is the responsibility of the Superintendent or his/her designee(s) to ensure: the implementation of the Board safety policy (see Board Policy ADD), the approval of all safety and loss control procedures, action plans, contingency plans, and the continuation of a comprehensive safety program, and that budget support is given to all safety program matters.

All principals and supervisors are responsible for the implementation and supervision of the safety policy and regulations within their departments and schools. Safety performance will be measured in the annual job performance evaluation of all levels of supervision. Supervisors shall include employee safety performance in all evaluations.

All employees are responsible for adhering to Network safety regulations.

The Director of Operations shall be responsible for administering the network safety program to include the following:

- Monitor and evaluate all accident and incident reports and ensure appropriate investigative findings and identified corrective actions are initiated.
- Initiate all proposed safety, standards, procedures and programs.
- Be the primary contact point for all site designated safety representatives/ principals, on all matters involving safety.
- Monitor and evaluate future legislative changes and implement as required.
- Assess locations for safety program compliance and assist in the identification and implementation of preventative and/or corrective action.

- Develop and deliver accident and injury prevention training and equipment, and safety awareness communications.

- Assign appropriate priority levels for all safety projects.

- Maintain and communicate on a regular basis safety performance information and analysis.

- Assist all departments and locations in safety related budget planning.

- Create and convene special investigative committees as deemed required for the additional investigation and review of significant incidents or accidents.

- Prepare and submit to the Superintendent or designee an annual report on Network safety performance.

GOVERNANCE:

The Director of Operations will identify the safety program requirements of the network to include:

- Establish high, but obtainable annual accident prevention goals.

- Develop long term safety strategies for the safety of students and employees.

- Review safety performance results and trends and identify methods to ensure continuing favorable results.

- Analyze results of loss prevention audits and inspections for physical hazards, safe work practices, and identify corrective actions as required.

- Review results of accident and incident investigations to identify and eliminate primary causes, to include unsafe acts and/or conditions.

- Develop and coordinate safety awareness and focused training programs for all employees.

Designated Site Safety Representative: Each principal shall serve as, or shall designate, a building safety representative, and appoint an alternate. This individual will serve as a focal point for identifying safety questions or concerns to the Director of Operations and assist the location by performing the following functions:

- Perform safety audits of the facility and grounds.

- Identify, report, and correct (when possible) unsafe conditions and unsafe acts.

- Assist in facilitating safety awareness training and communications.
- Communicate site safety performance data provided by the Director of Operations.
- Review pedestrian, bus and traffic safety, especially in and around the school.

School principals may establish a site safety committee to address school specific safety issues, and to promote a high level of safety awareness. Should a site safety committee be formed, it is recommended the site safety representative chair the committee.

Central Administration: The Superintendent and school leaders shall on a regular basis evaluate the results of the safety program, to include:

- Approve safety standards, procedures and regulations.
- Review safety performance of all locations and departments, and initiate actions as deemed appropriate.
- Review, identify and approve funding for unfunded high priority safety projects.
- Support safety and loss prevention activities on a network-wide basis.

LEGAL REFS.: C.R.S. 9-1-101 through 9-1-106
C.R.S. 22-3-101 through 22-3-104 C.R.S. 22-32-110 (1)(k)
C.R.S. 22-32-124(2)
C.R.S. 24-10-106.5

CROSS REFS.: EB, Safety Program Regulation
ADD, Safe and Secure Schools
JLCE, First Aid and Emergency Medical Care

EEAEC-R – Student Conduct on School Buses

GENERAL

The safety and welfare of students shall be a primary consideration in matters pertaining to student transportation. The Student Handbook and school behavior guidelines govern the conduct of students in the school and on Network property, including school buses. In addition, theses regulations apply regardless of whether the student is being transported to or from school, to or from a field trip, or is being transported by a Network vehicle for any other reason.

RESPONSIBILITIES

The principal shall publish and promulgate the student handbook and behavior guidelines. The Director of Operations will develop, maintain, and publish the handbook and guidelines on the Network's website. The Director shall use approved strategies for developing, communicating and teaching student expectations for safe conduct as it pertains to student transportation services.

Each student is responsible for complying with the handbook and behavior. Parents/guardians are expected to review and discuss the rules and guidelines with their students. Both shall be aware of all Network policies concerning the handbook and guidelines in an effort to help them understand and assume responsibility for safe, appropriate, and acceptable school bus conduct.

The school bus driver shall have the authority and responsibility to maintain order on the school bus. Students will be required to act in accordance with all policies and regulations pertaining to student transportation. The driver will report student unsafe behavior or other misconduct to the principal in a timely manner.

Unless otherwise provided by law, the principal shall have the authority to discipline any student who commits an infraction of the rules and guidelines. He/she has the authority to suspend the riding privileges of any student whose behavior threatens to place or places the student and/or others in an unsafe situation. A student's parent/guardian will be notified of a suspension from bus transportation for their student.
The principal shall establish a progressive disciplinary process to address student misconduct on the bus. The principal shall be the deciding authority concerning a student's continued eligibility or reinstatement of a student's privilege of Network provided transportation services.

EHB – Record Retention

Purpose:
The purpose of this Policy is to ensure that necessary records and documents of are adequately protected and maintained and to ensure that records that are no longer needed by Third Futures Schools or are of no value are discarded at the proper time.

Policy Statement:
Third Future Schools (TFS) Record Retention Policy is designed to establish procedures for the retention and destruction of school records.

Policy:
Records are to be retained as follows regardless of the physical format of the record including e-mail, Web files, text files, sound and movie files, PDF documents, and all Microsoft Office or other formatted files.

Provided that no retention period is specified for duplicate copies, retain those that are created for administrative purposes for one year, and retain those created for convenience or reference purposes until no longer needed or for one year, whichever is first. Duplicate copies should not be retained longer than the record copy.

<u>BOARD OF DIRECTORS</u>

General Description:
Records generally relating to the TFS Board and its members that govern TFS. The specified retention period applies to the information contained within the record, regardless of the physical format of the record (paper, microfilm, computer disk or tape, optical disk, etc.).

1. MINUTES OF THE MEETINGS OF THE BOARD OF DIRECTORS (Board) that record the nature of the meeting, proceedings of the meeting, all actions taken by the Board, all business that comes before the Board, the names of all persons who speak before the Board and their general topic, if an executive session was held and the general topic, and a record of adjournment.
   Retention: Permanent

2. LEGAL OPINIONS requested by the Board and supplied by Third Future School (TFS) counsel or the courts, that provide legal guidance on various matters pertinent to TFS.
   Retention: Permanent

3. ORGANIZATION AND REORGANIZATION RECORDS OF TFS that may include but are not limited to:

a. Public Petitions
b. Legal descriptions and maps
c. Requests for exclusion
d. Mill levy data
e. Election results
f. Court orders

Retention: Permanent

4. BOARD MEETING AGENDAS that provide the schedule of topics that the Board will consider at each meeting.
   Retention: 1 year

5. SCHOOL BOARD ELECTION RECORDS that include but are not limited to:
   a. Election ballots or surveys
   b. Election results
   c. List of eligible voters

   Retention: 30 days after the election provided the election or the results of it have not been challenged. Should an election be contested all records are to be retained until such time that the appropriate court or authority allows them to be destroyed.

6. BOARD POLICY AND PROCEDURES MANUAL that identifies the TFS official policies and procedures that are to be followed by staff and students.
   Retention: Permanent

7. RESOLUTIONS OF THE BOARD that relate to TFS's endorsement of a position, action or policy on a given topic such as supporting a statewide referendum on school funding.
   Retention: Permanent

GENERAL ADMINISTRATIVE RECORDS

General Description:
Records generally relating to the administration and direction of TFS various programs. The specified retention period applies to the information contained within the record, regardless of the physical format of the record (paper, microfilm, computer disk or tape, optical disk, etc.).

1. AGREEMENTS AND CONTRACTS of various kinds that document some form of agreement or contract that is enforceable by law between TFS and other parties regarding leases, franchises, professional services and others that TFS should be involved. **Retention: Duration of the agreement or contract plus 2 years, to include any terms limiting action there under**

2. ANNUAL REPORT of TFS to the Board of Directors and/or persons of TFS.
   Retention: Permanent

3. COMPLAINTS - Communications that are received from parents and/or other persons regarding objections, dissatisfactions, or disagreement with TFS policies or actions. **Retention: 2 years after response or action by the school District, and all rights of appeal have been exhausted**

4. CORRESPONDENCE – LEGAL -- These communications are related to legal issues where TFS is a party. Examples of this type of correspondence are court filings, legal opinions, affidavits, and other topics that may be needed for future use.
Retention: Permanent

5. ELECTRONIC MAIL is a work-related electronic message that is transmitted between two or more computers or electronic terminals belonging to the TFS network.
Retention: Four months (except as outlined elsewhere in this policy)

6. MAPS AND DRAWINGS that relate to building construction and/or remodeling, site plans, engineering, cartographic or other graphic presentations that are needed for the continued operation of TFS and its facilities.
Retention: Permanent

7. NEWS RELEASES that are prepared statements or announcements issued to the news media regarding TFS Board decisions, changes in senior administrative personnel, and/or program changes or termination of specific school programs. It should be noted that major policy or *historical news releases should be retained indefinitely.*
Retention: 2 years

8. RULES AND REGULATIONS adopted by TFS Board in relation to various school activities and functions. Examples of these would be to protect students and staff, set standards of conduct and dress, and provide accountability to the taxpayers.
Retention: Permanent

9. STUDIES AND PLANS prepared by TFS or contractors for TFS. Examples include feasibility studies, planning and land use, population estimates, educational achievement, capital projects, transportation projections and other documents that have long-term reference or historical value to TFS.
Retention: 5 years

<u>STUDENT SERVICES RECORDS</u>
General Description:
Records generally relating to academic records of children within TFS. The specified retention period applies to the information contained within the record, regardless of the physical format of the record (paper, microfilm, computer disk or tape, optical disk, etc.).

NOTE: RECORDS OF THE STUDENT FROM ELEMENTARY AND MIDDLE SCHOOL SHOULD BE MERGED INTO THE STUDENT PERMANENT RECORD WHEN HE OR SHE REACHES HIGH SCHOOL.

1. STUDENT PERMANENT RECORD: These records are divided into three categories: personal information, enrollment history, and academic performance. Each School District keeps information about students in different ways and on different forms. Therefore, the retention schedule presents the kinds of information or data elements that are maintained in files, rather than the names of the forms on which information may be found.
    a. Personal Information --This information, except for the immunization record, is usually found with the student's permanent record.
        i. Student's identification number: The District assigned number used for record keeping purposes.
        ii. Legal name of student
        iii. Legal name of parent(s) or guardian
        iv. Date of birth
        v. Gender
        vi. Address
        vii. Telephone number
        viii. Immunization record for withdrawal
    b. Enrollment History -- This information should be on the transcript. It consists of the following:
        i. Exact date the student enrolled in TFS
        ii. Name, city and state of the previous school(s) attended outside TFS
        iii. The schools attended within TFS
        iv. The dates and grade levels of the student
        v. Date the student withdrew or graduated from TFS
        vi. Name, city and state of the school to which the student is withdrawing
    c. Academic Performance -- usually found on the transcript or on report cards.
        i. Classes and/or grade level taken
        ii. Semester grades
        iii. Postsecondary courses/semester grades
        iv. Standardized test scores
        v. Advanced placement (AP) test scores
        vi. Grade point average (GPA)
        vii. Class rank
        viii. College placement test scores (i.e., ACT/SAT)

    Retention: Permanent or until the records are transferred upon an official records request

2. STUDENT CUMULATIVE RECORDS: Records that contain optional information on students attending school at TFS. The record may contain but is not limited to:
    a. Other information that enabled school officials to counsel with students and plan appropriate activities.
    b. Immunization record for graduates
    c. Ethnic code (This code is of use only to the District in which the student is enrolled.)
    d. Withdrawal grades (sometimes called grades in progress); withdrawal grades are not official grades, i.e., no credits are earned. Their purpose is to facilitate enrollment at the student's next school.
    e. Supplementary programs: Examples of such programs are gifted and talented, bi- lingual, English as a Second Language (ESL), and Title 1.
    f. Health records, hearing and vision screenings, visits to the school clinics, or similar records are not required information.
    g. Signed release of records: The purpose of this record is to document whether or not student record information was released, as requested by the parent or student.
    h. Progress reports: Mid-semester grades which inform parents and students of how the student is doing. These are not official grades and do not have long- term value.
    i. Out-of-District records
    j. School fines
    k. Emergency information
    l. Marriage licenses: Students may obtain a copy from the state or country in which they were married. It is not the responsibility of the school District to maintain these records permanently.
    m. Birth certificates: Students may obtain a copy from the state or country in which they were born. It is not the responsibility of the school District to maintain these records permanently.
    n. Court orders denying access to records
    o. Adoptions: The child's legal name should be changed on the transcript, although the previous name should also remain part of the transcript. It is not the responsibility of TFS to maintain permanent adoption records
    p. Guardianships: It is not the responsibility of TFS to maintain guardianship records
    q. GED records: This information is retained permanently at the Department of Education.

    Retention: (1) For graduates: purge immediately after graduation; (2) For withdrawals: destroy after the student leaves the District unless there is a compelling need to keep it longer.
3. Report Cards that document the periodic report by a school about a student's academic, social, emotional, and physical progress. Information includes, but is not limited to, full legal name of student, teacher's name, name and address of school, indication of attendance during reporting period, grades, and other related information.
    Retention: 1 year after school year in which records were created, provided semester grade is recorded in the student permanent record

4. Student Discipline, Suspension, and Expulsion Records documenting inappropriate student behavior and corrective actions taken. Information includes referral and action form, notes,

letters to parents, suspension documentation, detention documents, hearing notices, bus driver referrals, statements and conference notes.
Retention: (1) When suspended and subsequently expelled, keep permanently. Information will be stored in the student information system and paperwork will be scanned into an electronic file in student records. The permanent record file must be retained until student reaches the age of 21. (2) When disciplined or temporarily suspended and returned to school with no further rules infractions: until the student is no longer enrolled

5. Student Truancy Records: Records created to document student's excessive absences and action taken to correct the problem by school personnel. Information includes referral and action forms, letters to parents, attendance profile sheets, correspondence, release forms, copies of initial court petitions, copies of court orders, hearing notes, affidavits and visitation documentation.
   Retention: until the student is no longer enrolled

SPECIAL SERVICES/SPECIAL EDUCATION RECORDS

General Description:
Records generally relating to special needs of children within TFS. The specified retention period applies to the information contained within the record, regardless of the physical format of the record (paper, microfilm, computer disk or tape, optical disk, etc.).

1. SPECIAL SERVICES STUDENT FILE: Records may include but are not limited to:
   a. IEP and Supporting Documentation
   b. ISP (Individual Service Plan)
   c. IFSP (Individual Family Service Plan
   d. Testing Documentation
   e. Health Record
   f. Psychological Report
   g. Student Achievement
   h. Referrals, Permissions & Notices
   i. Student Assessment Reports
   j. Evaluations and Accompanying Reports
   k. Outside Agency Information
   l. Literacy Plan
   m. Behavior Support Plan
   n. Communication Plan
   o. Health Plan
   p. Service Plan
   q. Request for Records
   r. Record of Access

   Retention: Three years after all special services/special education and related services have ended.

BUILDING AND GROUNDS RECORDS

General Description:
Records generally relating to the construction and operation of facilities and grounds within TFS. The specified retention period applies to the information contained within the record, regardless of the physical format of the record (paper, microfilm, computer disk or tape, optical disk, etc.).

1. CONSTRUCTION PROJECT FILES: Records may include but are not limited to:
    a. Surveys and plot plans that pertain to school real estate
    b. Final blueprints, specifications and shop drawings and all modifications made thereto
    c. ADA plan
    d. Evacuation plan
    e. Federal and state environmental reports (asbestos, lead, radon etc.)
    f. Certificate of occupancy and final building inspection reports

    Retention: Permanent

2. DEEDS TO REAL PROPERTY that legally convey the land to TFS ownership and include the filing reception number in the county clerk and recorder's office.
    Retention: Permanent

3. RECORD OF UTILITY USAGES documents the electricity, gas, water or other utility that each building consumes each month or year.
    Retention: 5 years or until no longer needed

4. APPLICATION AND APPROVAL FOR USE OF SCHOOL PREMISES for purposes other than regular school activities.
    Retention: 2 years

FINANCIAL RECORDS

General Description:
Records documenting and ensuring accountability for the receipt and expenditure of public funds. The specified retention period applies to the information contained within the record, regardless of the physical format of the record (paper, microfilm, computer disk or tape, optical disk, etc.).

1. ACCOUNTS PAYABLE RECORDS that serve as the basis for payment of bills by TFS, including copies of bills paid, copies of checks, invoices, purchase orders and receiving reports, and correspondence with vendors.
    a. Accounts payable records, in general - **Retention: 6 years + current**
    b. Balance sheets - **Retention: Until updated**
    c. Bills paid, including invoices and statements - **Retention: 6 years + current**
    d. Charge slips and credit card statements - documentation of charges for items such as printing and meals or credit card transactions. - **Retention: 2 years + current**

e. e. Credit card records - records of credit cards issued to TFS for official school use. - **Retention: 1 year + current, after cancellation**
f. Expense records - records maintained to document travel, mileage, claims for reimbursement and other expenses of school officials while on educational business, including requests, authorizations, reimbursements and other similar information. -
Retention: 2 years, provided audit has been completed
g. Form 1099 - this form is sent to vendors, such as contractors, when the vendor's charges for services exceed $600 for the year. - **Retention: 4 years**
h. Petty cash records - records of petty cash funds account and requests for petty cash for various purposes. - **Retention: 1 year + current**
i. Vendor files - files maintained as a unit to track accounts payable activity for specific vendors, including information such as the federal taxpayer identification number, name and address, correspondence, copies of checks, etc. - **Retention: 6 years + current**

2. ACCOUNTS RECEIVABLE RECORDS that serve as the basis for collection of amounts owed by vendors, organizations and persons having accounts with TFS and documentation of billing and collection of monies.
    a. Accounts receivable records, in general - **Retention: 2 years + current**
    b. Balance sheets - **Retention: Until updated**
    c. Cash books, receipts and reports - cash book showing receipts, cash account pre-edit listing, daily cash reports and other documentation of receipt of monies for fees, parking tickets, rentals, registrations, etc. - **Retention: 2 years + current**
    d. Cash register validation tape - **Retention: 1 year + current**
    e. Invoices and statements issued by the school District - billings by school District to outside companies or institutions for damages, supplies, services or repairs, etc. - **Retention: 6 years + current**

3. AUDIT RECORDS documenting external audits of the financial position of TFS.
    a. Audit reports - annual or special reports prepared by external auditors examining and verifying the school District financial activities or the financial activities of a fund, department or other component of the municipal government. - **Retention: Permanent**
    b. Audit work papers - documentation consisting of routine correspondence with auditors and copies of TFS records compiled for use by auditors in performing an audit. - Retention: **2 years + current after completion of audit**

4. BANK RECORDS that document the current status and transaction activity of TFS funds held at banks
    a. Bank statements - monthly statements showing the amount of money on deposit to the credit of TFS. - **Retention: 6 years + current**
    b. Check records:
        i. Canceled checks - **Retention: 6 years + current**
        ii. Duplicate copies of checks - carbon copies or photocopies of checks issued and maintained solely as a quick reference source. - **Retention: 1 year + current**

iii. Check register - chronological listing of check entries. **- Retention: 6 years + current**
iv. Check stubs - **Retention: 1 year + current**
v. Deposit pass books - records of TFS savings account deposits, withdrawals and balances. - **Retention: 6 years + current**
vi. Deposit slips - bank cashiers' slips showing amount and date of deposit of monies into TFS accounts. - **Retention: 1 year + current**
vii. Reconciliations - Retention: **6 years + current**
viii. Trial balances - **Retention: 2 years + current**

5. BUDGET RECORDS
   a. Final adopted budget - final financial plan for the budget established by the TFS as approved by the school Board for the allocation and budgeting of all expenditures of the TFS. - **Retention: Permanent Duplicate copies: Until superseded**
   b. Preliminary draft budget - version of the budget presented for public inspection and review prior to consideration of the budget by TFS Board. - **Retention: 1 year after adoption of final budget Duplicate copies: Until final budget is adopted**
   c. Budget reports
      i. Monthly or quarterly reports - periodic reports regarding the status of receipts and disbursements in comparison to the adopted budget. - **Retention: 2 years + current**
      ii. Year-end reports - summary of annual budget reports compiled at year- end. - **Retention: 6 years + current**
      iii. Budget work papers - papers used to assist in the preparation and review and decision-making processes for department budget request, including reports, budget instructions, work sheets, spending plans, budget proposals, financial forecasting reports and similar records. - **Retention: 1 year + current**

6. FEE AND RATE SCHEDULES that document the fees and rates collected by TFS for various services.
   Retention: Retain current and previous schedules

7. FINANCIAL GUARANTEES: Records relating to the acquisition and release of various forms of financial guarantee, including escrow accounts, letters of credit, liens, promissory notes. These types of records are required by the school District from other parties to ensure performance, payments or the completion of certain specified actions, such as the completion of projects, required improvements or the payment of delinquent bills or assessments. **Retention: 1 year after expiration, completion of guaranteed project (if applicable) or release of the guarantee by TFS**

8. FIXED ASSET RECORDS: Inventories and listings kept to track and control the fixed assets of TFS, including buildings, real estate, office equipment, tools, machinery, and other equipment.
   a. Annual reports - work sheets compiled for annual reports listing totals of all fixed assets, purchases and disposition of assets. - **Retention: Until superseded**

b. Auction records - summary reports and other records of TFS property sold at public auction. - **Retention: 2 years + current**

c. Depreciation detail - **Retention: 3 years + current**

d. Disposition records - records of disposal of school District property (not real estate) and unclaimed, abandoned or confiscated property such as bicycles and computer equipment by competitive bidding or destruction, including date, department name, description of item, value, disposition, method and reason for disposition, condition, value and approvals. - **Retention: 3 years + current after disposition of property**

e. Fixed asset files - listings of all TFS property (buildings and real estate), vehicles, equipment and furniture, including description, cost, date purchased, location, name of vendor and depreciation. - **Retention: 10 years**

f. Fixed assets/inventories - listings of expendable and non-expendable property of TFS, including buildings, real estate, vehicles, furniture, equipment, supplies and other items owned or administered by TFS. - **Retention: Until revised + 1 year**

g. Surplus property records - documentation of the sale of surplus real property, including invitations, bids, acceptances, lists of materials, evidence of sales and related correspondence. - **Retention: 6 years after final payment**

9. TRUST FUND RECORDS: Documentation of bequests to TFS
   Retention: 2 years after trust fund closed

10. GOVERNMENT REVENUE PROGRAMS: Records pertaining to governmental programs allocating state or federal revenue sharing funds to TFS for specific purposes.
    a. Federal revenue programs
       i. Federal excise tax - exemption certificates from gasoline vendors issued to TFS, which are required for allowance of federal tax credits for vendors to bill less the excise tax. – **Retention: 6 years + current**
       ii. Revenue sharing - documentation and reports of TFS receipt and reallocation of federal revenue sharing funds, including public notices, expenditure records and reports, project records, financial and payroll records, etc. - **Retention: 6 years + current**
    b. Instructions for completing government forms. - **Retention: Until superseded or obsolete**

11. GRANT RECORDS: Files pertaining to applications for grants and the administration, monitoring and status of grants received by TFS from private and governmental sources.
    a. Awarded grants - documentation of awarded grants that are accepted by TFS, including records of grant application, performance under the grant, grant contracts and agreements, annual and final performance reports. - **Retention: Duration of grant + 3 years**
    b. Rejected grants - documentation of grants applied for by TFS and either rejected by the grantor or not accepted by TFS. - **Retention: 2 years + current after rejection or withdrawal**
    c. Reports from grant funded programs - periodic reports on the administrative and fiscal operations of federal or state funded programs compiled on a monthly,

quarterly, or semi-annual basis. - **Retention: 3 years after completion of all applicable audits**

12. INSURANCE RECORDS
    a. Certificates of insurance - documentation provided by insurance providers as proof of insurance coverage for specific purposes.
        i. Major school District - **Retention: 10 years after substantial completion**
        ii. Other certificates of insurance **Retention: 6 years after expiration**
    b. Claim records - records of claims for damages made by TFS against other parties and made by other parties against TFS.
        i. Claim records - statements of claims and completed claim forms. - **Retention: 6 years + current**
        ii. Claim reports - summary reports regarding handling and disposition of claims made against TFS and/or its insurance company by other parties - **Retention: 6 years + current**
    c. Employee insurance claim records - records pertaining to employee claims for medical, dental, long term disability and other insurance coverage. - **Retention: 3 years + current after incident is closed and all rights of appeal have expired**
    d. Insurance policies - documents issued by the insurance company to outline liability coverage and risk control standards for TFS under the insurance policy. **Retention: 6 years after expiration of policy, or after all claims made under the policy are settled, whichever is later**

13. INVESTMENT RECORDS: Records documenting various investments made BY TFS.
    a. Bank statements – investments - **Retention: 2 years after investment ends**
    b. Certificates of deposit – registers - **Retention: 6 years after maturity**
    c. Money market certificates - **Retention: 6 years + current after maturity**
    d. Reports - investment of funds - **Retention: 6 years provided audit has been completed**
    e. Saving bond records - **Retention: 6 years + current after final payment**
    f. Treasury bills and notes - **Retention: 6 years + current after maturity**

14. LEDGERS AND JOURNALS
    a. General ledger - year-end summary of receipts and disbursements by account and fund reflecting the general financial condition and operation of TFS; may also include documentation from subsidiary ledgers to general ledger and accounting adjustments in the form of general entries. - **Retention: Permanent**
    b. Subsidiary ledgers and journals - daily, monthly or quarterly transaction detail showing receipts and expenditures such as depositor payment amount, date payee, purpose, fund credited or debited, and check number; provides backup documentation to general ledger - **Retention: 2 years**

15. LOAN RECORDS: Records of loans entered into by TFS.
Retention: 6 years + current after payment and cancellation

16. PURCHASING RECORDS: Records pertaining to procurement of services or commodities, including purchase requisitions, purchase order, vouchers, field order, work orders, invoices and supporting documentation for purchases.
    a. Purchasing records, in general - orders and requisitions - **Retention: 4 years + current**
    b. Bids - bids, quotes and proposals regarding services and commodities received by TFS in response to solicitations.
        i. Accepted bids - received from successful bidders **Retention: 6 years + current, after acceptance of the bid**
        ii. Rejected/Unsuccessful bids - received from unsuccessful bidders -**Retention: 2 years + current**
        iii. Unsolicited bids - received from bidders without solicitation - **Retention: 2 years + current**
        iv. Lease-purchase records - records pertaining to the acquisition of property by lease-purchase transactions. - **Retention: Term of lease-purchase arrangement + 6 years**
    c. Procurement and purchasing policies - directives, memoranda or manuals pertaining to policies established by TFS for the procurement of commodities and services -
    Retention: Permanent Duplicate Copies: Until superseded
    d. Purchasing control forms - purchase orders, purchase requisitions, field purchase orders, vouchers and other forms documentation to procurement process. -
    Retention: 6 years + current
    e. Solicitations and specifications - requests for proposals (RFPs), requests for quotations (RFQs), and other solicitations by TFS for competitive bids, proposals or quotes for the provision of services or commodities; includes bid specifications. - **Retention: 6 years + current**
    f. State bid list - **Retention: Until superseded**
    g. Vendor lists - listings of vendors providing goods and services to TFS, usually including names, addresses, phone numbers, description of goods or services provided**. - Retention: Until superseded or obsolete**

17. FINANCIAL REPORTS: Reports created for internal use to document the status of funds, bank accounts, investments and other accounting of TFS funds, including financial projection reports.
    a. Annual financial reports - statistical reports on the financial affairs of TFS or specific departments, including a statement on the value of all TFS owned property and an accounting of all income and expenditures in relationship to the final budget. - **Retention: Permanent**
    b. County treasurer's reports - periodic reports of the county treasurer regarding the distributions of taxes collected on behalf of TFS, including information regarding taxes collected, interest and fees. - **Retention: 10 years + current**
    c. Revenue and expenditure reports - reports including information regarding cost analysis, itemized expenditures and revenue sharing. - **Retention: 6 years + current**
        i. Departmental expenditure reports - **Retention: 1 year + current**
        ii. Financial reports – monthly - **Retention: 2 years + current**

18. CASH RECEIPT JOURNALS
Retention: 2 years + current

TRANSPORTATION RECORDS

General Description:
Records generally relating to the operation and maintenance of TFS transportation program. The specified retention period applies to the information contained within the record, regardless of the physical format of the record (paper, microfilm, computer disk or tape, optical disk, etc.).

1. DRIVER QUALIFICATION FILE to include but not limited to:
    a. school bus driver annual written test
    b. small vehicle driver annual written test
    c. Driving performance test
    d. DOT medical report
    e. Motor vehicle record check
    f. First aid certificate
    g. Commercial driving license (CDL) copy

    Retention: until the driver resigns, is terminated, or retires

2. NEW HIRE DRIVER QUALIFICATION FILE: In addition to the items listed in above:
    a. Pre-service training record outline
    b. Mountain driving written test
    c. Adverse weather driving written test
    d. CDL skills test

    Retention: Until driver resigns, is terminated or retires

3. VEHICLE MAINTENANCE FILE to include but not limited to:
    a. Annual inspection form
    b. Vehicle repair form
    c. Preventive maintenance inspection form –

    Retention: Life of the vehicle

4. DAILY PRE-TRIP INSPECTION SHEETS that verify the driver has completed the required inspections.
    Retention: 6 months

5. EMERGENCY EVACUATION DRILLS that document the driver's knowledge and application of evacuation procedures.
    Retention: 6 months

6. EMERGENCY EVACUATION TALK CHECKLIST that spell out the correct and proper procedures for students and teachers to follow in the event of an emergency.
    Retention: 6 months

7. DRUG AND ALCOHOL TEST RESULTS that are required of transportation section employees.
   Retention: 2 years

8. INSERVICE TRAINING RECORD that documents the annual training provided to each driver and maintenance person.
   Retention: 2 years

9. FINGERPRINT REPORTS from the Colorado Bureau of Investigation and FBI
   Retention: Until driver resigns, is terminated or retires

INSTRUCTION RECORDS

General Description:
Records generally relating to the teaching instruction efforts that occur within TFS. The specified retention period applies to the information contained within the record, regardless of the physical format of the record (paper, microfilm, computer disk or tape, optical disk, etc.).

1. DISTRICT TEST SCORES (STATE AND FEDERAL MANDATED) that reflect student academic achievement.
   Retention: Permanent

2. TEACHER'S GRADE BOOKS that record the daily and term grades for each student.
   Retention: 1 year + current provided term grades are recorded to the permanent student record

3. COUNSELOR RECORDS that are used to counsel a student on specific and general aptitudes, and areas of student interest.
   Retention: 3 years + current

FOOD SERVICE RECORDS

General Description:
Records generally relating to providing food services within TFS. The specified retention period applies to the information contained within the record, regardless of the physical format of the record (paper, microfilm, computer disk or tape, optical disk, etc.).

1. MEALS SERVED identifies the daily number of meals served in each school.
   Retention: 1 year after the end of the federal fiscal year to which they pertain

2. PREPAID MEAL RECORD that records meal ticket information of payments made in advance.
   Retention: 3 years after the end of the federal fiscal year to which they pertain

3. FREE/REDUCED MEAL ROSTER that lists the names of the participating students.
   Retention: 3 years after the end of the federal fiscal year to which they pertain

4. FREE/REDUCED PRICE MEAL RECORDS which include application for free or reduced prices and compliance and verification records. May include additional criteria that a District uses in making a decision to approve an application.
   Retention: 3 years after the end of the federal fiscal year to which they pertain

5. DAILY RECEIPT REPORTS that document the food/meal sales receipts for each day; may include cash register tape sales, cash sales, and a summary report.
   Retention: Until audited + 1 year

6. FEDERAL CLAIM FOR REIMBURSEMENT that documents the total number of free, reduced, paid breakfasts and lunches served during the month that are being claimed for reimbursement of federal funds.
   Retention: 3 years after the end of the federal fiscal year to which they pertain

7. RECEIPTS/RECEIPT BOOKS that documents monies received by food services for meals and services rendered.
   Retention: 3 years after the end of the federal fiscal year to which they pertain

8. FOOD PURCHASE ORDERS (includes food commodities) that authorize the delivery of a specified food product, merchandise showing the amount of funds authorized for the same. **Retention: 3 years after the end of the federal fiscal year to which they pertain**

9. PAYMENT VOUCHERS FOR FOOD SERVICE CLAIMS that identify a request for payment to a vendor for food goods or services in accordance with approved purchase orders.
   Retention: 3 years after the end of the federal fiscal year to which they pertain

EHC – Technology Resources and Internet Safety

Technology resources provide access to a wealth of information and services to students and staff. The Third Future Schools Network recognizes the tremendous importance of preparing our students for the Year 2030, and the integral role that the Internet, computers, and mobile devices play in such preparation. One of the most important 21st century skills involves the ability to navigate safely and responsibly through the vast Internet landscape.

Still, as students are still learning appropriate use of technology and need to focus on the learning objectives presented by teachers daily, automatic access to the Internet will not be granted and students will gain such access under the supervision of a teacher or learning coach.

Staff members may use personal computers and handheld electronic devices for appropriate reasons at appropriate times. For students: electronic personal computers and handheld electronic devices are not allowed at school unless specifically authorized by a student's teacher for a specific education purpose and for a specific and limited amount of time. Users who demonstrate inappropriate uses of electronic devices are subject to disciplinary action

VIRUS PROTECTION SOFTWARE: Antivirus software must be installed and up-to-date on personally owned electronic devices. When logging into the network, wired and wireless, the personally owned electronic device will be scanned for virus protection software. If this software is not apparent, the device will not be allowed to connect. User will be prompted to purchase virus protection before logging into the Network system.

PROHIBITS INAPPROPRIATE USE: Use of Network educational technology resources for any inappropriate purpose is prohibited. Network policies apply to use of the Network's educational technology resources.) Users may not use Network resources for personal for profit business.

RESPONSIBLE USERS: The Network seeks to provide both a safe, secure learning environment and the opportunity for students to learn. The Network adopts the approach of helping students become responsible users of digital media and provides specific learning experiences in appropriate online behavior, safety and privacy, and cyberbullying to address Children's Internet Protection Act (CIPA). With this educational opportunity comes personal responsibility. To ensure that users are acting responsibly, all users must realize that any user's files and messages may be reviewed by authorized personnel.

RESTRICT ACCESS: It is possible to access material that students (or parents/guardians of students) might find inappropriate. While the Network will take reasonable steps to restrict access by minors to harmful material including the use of an Internet content filter, it is

impossible to guarantee that such access cannot or will not be gained. The Network makes no warranties for the access it is providing. The Network shall not be liable for users' inappropriate use of the Network's technology resources, violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The Network shall not be responsible for ensuring the availability of the Network's technology resources or the accuracy, age appropriateness, or usability of any information found on the Internet.

NETIQUETTE AND PROVISIONS: All users of Network computers and networks are expected to abide by the rules of network etiquette (netiquette) and adhere to this policy's exhibits. Failure to comply with this policy and the defined rules of network etiquette may result in disciplinary action.

EMAIL: Filtered email service is provided to all staff. Be mindful of using Network email for personal purposes. Practice netiquette and take security precautions. Open attachments only from trustworthy sources, and be mindful of spams or scams. Chain emails shall not be forwarded to Network users. Disciplinary action may be taken for student and staff misuse of technology resources.

SOCIAL NETWORKING SITES: The Network realizes that part of Next Generation Learning is adapting to the changing methods of communication including social networking sites. Under the supervision of a teacher or learning coach, social networking websites have the potential to support student learning, and students can participate in online social networks where people all over the world share ideas, collaborate, and learn new things. In online social environments that are connected to Network information, ensure personal profiles and related content are consistent with work and study at the Network. Do not post confidential student information in any venue.

LEGAL REFS.: C.R.S. § 22-87-101, et seq. (Children's Internet Protection Act)
C.R.S. § 24-72-204.5 (monitoring electronic communications) 47 U.S.C. § 254(H) (Children's Internet Protection Act)
47 U.S.C. § 231, et seq. (Child Online Protection Act)
20 U.S.C §1232g (Family Educational Rights and Privacy Act

EHC-R – Use of Social Media

Students may use social media and social networking sites under the supervision of a teacher for a specific educational purpose while at school. Student use of social networking while at school for personal reasons or non-educational purposes is not allowed.

Teachers will abide by the following guidelines:

- Be cautious of identity theft issues using social networking sites. Be careful not to display personal information for yourself or students when setting up a profile or bio.
- Use discretion when uploading digital pictures and selecting avatars to assure that they convey the appearance your boss, students and their families would interpret as appropriate. All Images should be free of any copyright restrictions.
- Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want parents, colleagues, students, a future employer or others to see.
- Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions; however, do it in a respectful manner. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your passwords.
- Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
- Staff and students are encouraged to use interactive websites and tools; however, all must be utilized within the context of educational usage. Staff-created blogs or other online content such as micro blog feeds must also only occur within the context of educational usage. Users must follow proper etiquette, including but not limited to, using proper language with no vulgarity and no cyber-bullying or spreading falsehoods about another that lowers the affected individual in the eyes of the community.
- Teacher/student interactions online must only occur within the context of educational usage. For the protection of both students and staff, the Network strongly advises that staff do not “friend” students on public networks, since lines of personal and professional boundaries are not as clear in social networking sites. Friending students on private or school-based networks for educational purposes is acceptable within the context of educational usage (i.e. Destiny or Sharepoint).

- Do not use other people's intellectual property without their permission. **It is a violation of copyright law to copy and paste other's thoughts.** When paraphrasing another's idea(s) be sure to cite your source with the URL. It is good practice to hyperlink to your sources.
- Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or it is under Creative Commons attribution.
- How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work be sure it is in the spirit of improving the writing.
- If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your administrator right away.

F. Facilities Planning and Development

FEH – Supervision of Construction

The Superintendent or designee shall plan for, supervise, and be responsible for all construction projects. The Superintendent or designee will hire an owner's representative four technical assistance and construction oversight if he deems necessary. The Superintendent or designee and owner's representative will serve as the Network's primary representative to ensure the success of the project.

Contractual authority is given only to the Superintendent. No one other than the Superintendent shall provide direction to the construction contractor in a manner that binds the Network. All construction contract administration will be conducted according to the limits spelled out in contract.

The Superintendent or designee will enforce construction contracts in a firm and fair manner.

GBEA – Employment of Relatives

1. Purpose

Third Future Schools expects its employees to make personnel decisions and other educational and business decisions objectively based on the Network's needs, resources and priorities.

While the Network does not restrict the employment of relatives in most circumstances, it recognizes that, when an employee has supervisory or fiscal authority over, or access to confidential information concerning, another employee who is a relative, or participates in Network decisions directly affecting a relative, a conflict of interest exists and there is a substantial risk of favoritism and negative effects on the integrity of Network decision- making.

Accordingly, this policy is intended to establish standards and procedures for employment of relatives in Network positions and for decision-making affecting relatives.

This policy may be modified by the TFS Board of Education (the Board) at any time and does not create any express or implied contract, including a contract of employment, property rights, privacy rights, due process rights or any other contractual or constitutional rights.

2. Definitions

For purposes of this policy and unless otherwise specified herein, "relative" means the spouse (including common law spouse), child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law or "step" relation, fiancé, domestic partner, any member of the employee's household.

3. Applicant Disclosure

An applicant applying to or within the Network is expected and required to accurately and honestly disclose any relatives' names who also work for the Network when asked during the interview process or before signing a contract with the Network.

4. Decisions Affecting Relatives

No Network employee shall participate in a Network decision, or seek to influence or advocate for a decision, that causes a direct benefit or penalty to a relative of the employee, whether or not such relative is an employee. Such decisions may include, but not be limited to, decisions concerning hiring, discharge, performance evaluations, grievances, transfers, vendor contracts, purchases, and investigations.

5. Hiring or Assignment of Relatives

The Network generally permits the hiring and assignment of relatives of current Network employees to positions within the Network, except in circumstances where:

a. One relative would directly exercise supervisory, appointment, or dismissal authority or disciplinary action over the other relative;
b. One relative would audit, verify, or receive, or is or would be entrusted with moneys received or handled by his or her relative; or

The Network may make exceptions to this standard on a temporary basis (for periods generally not exceeding three months) or in the event of a Network emergency.

In the event two members of a school or building staff attain a relative status or occupy the same household during a school year and one employee supervises the other, they shall report this information to their immediate supervisor and notice shall be given them that they come under the requirements of this policy and that the necessary reassignment involved shall be effected no later than the following school year.

6. Other Conflict of Interest Concern

If any two employees of the Network who are in a superior/subordinate status and have a known romantic relationship, or there is a logical conflict of interest as set forth in paragraph 5 above, they shall report this information to their immediate supervisor and will be advised of the requirements of this policy by their immediate supervisor(s).

7. Disclosure and Evaluation Procedure

If a Network employee experiences a change in personal status (such as through marriage or engagement), or becomes aware of an actual or expected Network decision affecting a relative of the employee, that is subject to the restrictions of section 2 or 4 above, the employee shall self- report and disclose all facts concerning the matter immediately to one of the following persons:

a. Immediate supervisor
b. Principal
c. Superintendent

When a report is received, the individual receiving the report shall coordinate an evaluation of the circumstances and determine whether action should be taken.

8. Professional Working Behavior

The Network expects its employees to exhibit professional behavior in their interactions with employed relatives while at work and on Network property.

9. Reporting and Retaliation

Any employee may report a violation of this policy to any of the individuals identified in 7.a.-c. above. If an employee experiences retaliation for reporting a violation of this policy, the employee should report the matter directly to the Superintendent or principal.

10. Consequences

The Network reserves the right in any situation involving the application of this policy to decide, in its discretion, whether an investigation should be conducted and whether corrective action should be taken, including, but not limited to, reassignment, disciplinary action or termination of employment.

LEGAL REF.: Constitution of Colorado, Article X, Section 13
C.R.S. § 14-15-101, et seq.
C.R.S. § 18-8-308
C.R.S. § 24-34-402 (1)(h)

GCE/GCF – Employee Background Checks

Prior to employing any applicant for a position in the TFS Network, the Network, in accordance with state law, shall conduct a background check concerning such applicant with the Colorado Department of Education (CDE) and previous employers regarding the applicant's fitness for employment. In addition, during the employment of any person in the Network, the Network may, in accordance with state law, conduct a background check concerning that employee.

Any applicant recommended for employment in the Network, for which a Colorado educator's license is not required, shall submit to the Network a complete set of fingerprints and a notarized form regarding felony and misdemeanor convictions. The Network shall forward the fingerprints to the Colorado Bureau of Investigation (the CBI) for the purpose of conducting a state and national fingerprint-based criminal history record check. Applicants may be conditionally employed prior to the Network receiving the fingerprint results.

LEGAL REFS: C.R.S. 22-32-109 (1)(f)
C.R.S. 22-32-109.7
C.R.S. 22-32-109.8
C.R.S. 22-32-109.9

GCOA -- Evaluation of School Professionals

Evaluation of School Professionals

The Network schools recognize that the sound appraisal of the performance of school professionals is critical in achieving the educational objectives of the school.

The Board of Education expects its administrative and supervisory staffs to exert reasonable efforts to encourage and help school professional personnel to develop their leadership, professionalism and instructional abilities to an optimum degree.

Evaluations shall be conducted in accordance with state law, Board of Education Governing Policies and School Policy to improve instruction, enhance the implementation of programs in the curriculum, and measure the professional growth and development of personnel and level of performance of each school professional employee. Evaluations will also serve as the measurement of satisfactory performance for school professionals and documentation for non-renewal of employment contract or dismissal for unsatisfactory performance. All school professionals must receive a summative evaluation annually two weeks before the last day of classes.

The Board shall periodically consult with school administrators, professional educators, parents in reviewing the effectiveness of the evaluation system.

The basic requirements of the evaluation system shall be:

1. All full-time and part-time school professionals shall be regularly evaluated by a licensed administrator/supervisor.

2. Evaluations shall be conducted in a fair, professional and credible manner and shall be based on written criteria which pertain to good teaching practices and the school professional's particular position.

3. Standards for satisfactory performance and criteria which can be used to determine whether performance meets such standards shall be developed. One of the standards for measuring the school professional's performance shall be directly related to classroom instruction and shall include multiple measures of student performance.

4. All evaluation standards and criteria shall be provided in writing and shall be discussed by the evaluator prior to and during the course of the evaluation process.

5. The system shall identify the various methods which will be used for information collection during the evaluation process, such as direct and informal observation and may include any peer, parent, or student input. All data on which an evaluation is based will be documented to the extent possible and available for the school professional's review.

6. The evaluation system shall specify the frequency and duration of the evaluation process, with school professionals receiving at least one summative evaluation annually.

7. All written evaluation reports shall be specific as to performance strengths and weaknesses, dates of documented observations, data sources, and professional growth plans. The professional growth plan with goal setting shall be specific as to ways to improve student achievement and to the identification of areas of deficiency in meeting professional standards and ways to improve upon performance in those areas. The school professional shall have an opportunity to review the evaluation with the Supervising Administrator, and both shall sign it. If the school professional disagrees with any of the conclusions or recommendations in the evaluation, he or she may attach a written explanation or other relevant documentation within five (5) working days, but any such disagreement shall not relieve their obligation to sign the evaluation as required by Colorado law.

8. The system shall contain a process to be followed when a school professional's performance is deemed unsatisfactory. In accordance with state law, this process shall provide for a notice of deficiencies, a remediation plan, a statement of the resources and assistance available, and a reasonable period of time to correct the deficiencies.

No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board of Education Governing Policies, School Policy or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to renewal or non-renewal of contracts, transfer, assignment, dismissal or other employment decisions relating to school personnel.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the school from changing an employee's contract status or assignment under the terms of the employment contract and state law. The content of the evaluation, the ratings given and any remediation plan shall not be grievable under the school’s formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law.

Legal
C.R.S. 22-9-101 et seq. (Personnel Performance Evaluation Act)
C.R.S. 22-63-301 (grounds for dismissal)
C.R.S. 22-63-392 (8) (burden of proof)

GBC-R FMLA Eligible Staff Leaves and Absences

Title	FMLA Eligible Staff Leaves and Absences
Designation	GBC-R
Office/Custodian	Business Director

Basic conditions

To initiate a leave request under federal Family and Medical Leave Act (FMLA), the employee must complete a leave of absence application with the network's Director of Human Resources. The employee must complete this form in detail, sign the form and secure their immediate supervisor's signature. The employee or supervisor then must submit the form to the Director of Finance. When possible, the form should be submitted 30 days in advance of the effective date of leave. The Finance Director will review the leave of absence application and send out the required medical certification documentation to the employee.

Medical Certification

Third Future Schools will require medical certification to support a claim for leave for an employee's own serious health condition or to care for a seriously ill child, spouse, or parent. The basic certification form will be sufficient if it contains the date on which the condition commenced, the duration of the condition and any appropriate medical information. The employee will be given a Family and Medical Leave Act (FMLA) medical certification form to be filled out by the attending physician.

The employee is responsible for getting the certification to the attending physician. The completed certification must be returned to the Director of Finance within fifteen (15) calendar days per FMLA guidelines. All medical information provided to the District through this process shall be treated as confidential.

For an employee's own medical leave, the certification also must include a statement that the employee is unable to perform the functions of his/her position. If the requested leave is to care for a seriously ill child, spouse, or parent, the certification must include an estimate of the amount of time the employee is needed to provide care

Certification for intermittent leave must indicate the dates on which treatment is expected to be given and the duration of the treatment. If the requested leave is to care for a seriously ill child, spouse, or parent, the certification must include an estimate of the amount of time the employee is needed to provide care.

For the employee's own intermittent leave, the certification must contain a statement indicating the medical necessity of the intermittent treatment and its expected duration.

In the instance of a child placed with an eligible employee for adoptive or foster care, Third Future Schools will require official court or Department of Human Services (DHS) documentation clearly stating that the child has been placed with the eligible employee and whether the child has been placed for adoptive or foster care.

In the instance of qualifying exigency due to the eligible employee's spouse, son, daughter or parent being on "covered active duty", a copy of the military orders will be required. For military caregiver leave, a medical certification form will be required to be filled out by the service member's attending physician which must include an estimate of the amount of time the employee is needed to provide care as well as military documentation showing that the qualifying service member was on active duty and during that leave incurred or aggravated a serious illness or injury requiring care.

At its discretion, Third Future Schools may require a second medical opinion at Third Future Schools' own expense or periodic medical recertification.. If the first and second opinions differ, Third Future Schools at its own expense may require the binding opinion of a third health care provider approved jointly by Third Future Schools and the employee.

Notification and reporting

When the need for leave for the birth or adoption of a child or for planned medical treatment is foreseeable, the employee must provide at least 30 days prior notice unless circumstances dictate otherwise. With respect to foreseeable treatments of an employee's family members, the employee must make a reasonable effort to schedule treatment so as not to disrupt Third Future Schools' operations.

In case of illness, the employee is required to report periodically on his/her leave status and intention to return to work.

Intermittent or reduced leave

When instructional employees seek intermittent leave in connection with a family or personal illness and when such leave would constitute at least 20 percent of the total number of working days in the period during which the leave would extend, Third Future Schools may require the employee to take leave in a block (not intermittently) for the entire period or to transfer to an available alternative position with the school system, that is equivalent in pay, for which the employee is qualified and which better accommodates the intermittent situation.

Reinstatement

Because the end of the semester is a critical time for both staff and students, the following conditions will apply to requests from staff seeking to return from leave within the last three weeks of the semester:

1. If the employee begins any category of family and medical leave five or more weeks prior to the end of the semester and the leave is for more than three weeks, Third Future Schools may require the employee seeking to return within the last three weeks to wait until the next semester to return.

2. If the employee begins any category of family and medical leave except personal sick leave less than five weeks before the end of the semester and the period of leave is greater than two weeks, Third Future Schools may require the employee to wait until the next semester to return.

3. If the employee begins any category of family and medical leave except personal sick leave three or fewer weeks before the end of the semester and the period of leave is greater than five working days, Third Future Schools may require the employee to wait until the next semester to return.

Employees who have taken leave due to a personal health condition will be required to provide certification by their physician that the employee is able to resume work. This certification must be presented to Third Future Schools at least two (2) working days prior to the anticipated return to work date. In addition, Third Future Schools reserves the right to consult with a public health official if there is any question about possible transmission of a disease in the school setting.

Repayment of benefits

In event that an employee elects not to return to work upon completion of an approved unpaid leave of absence, Third Future Schools may recover from the employee the cost of any payments made to maintain the employee's group health insurance coverage unless the failure to return to work was due to a continuation, recurrence, or onset of a serious health condition as certified by a physician that entitles the employee to leave or for other reasons beyond the employee's control so long as in doing so, no federal or state laws governing benefits will be violated.

Benefit entitlements based upon length of service will be calculated as of the last paid work day prior to the start of the unpaid leave of absence.

Posting/notice to employees

Building principals/administrators will post notices explaining the Family and Medical Leave Act's provision in locations where they can be readily seen by employees and applicants for employment.

Any employee questions regarding leaves of absence should be directed to the Finance Director.

GBEE -- Staff Use of the Internet, Electronic Communication and Technology

Staff Use of the Internet, Electronic Communication and Technology

The Internet and electronic communications (e-mail, chat rooms, and other forms of electronic communication) have vast potential to support curriculum and learning. The Network schools believe they should be used in the school as a learning resource to educate and to inform. They should also be used to help the organization run more efficiently to meet school's goals.

The Network schools support the use of the Internet and electronic communications by staff to improve teaching and learning through interpersonal communication, access to information, research, training, and collaboration and dissemination of successful educational practices, methods, and materials.

The Internet and electronic communications are fluid environments in which users may access materials and information from many sources. Staff members shall take responsibility for their own use of school computers and computer systems to avoid contact with material or information that violates this policy.

INTERNET FILTERING

To protect students from child pornography or material and information that are obscene or harmful to minors, Internet filtering appliances that block or filter such material and information have been installed on the school network. All Internet usage is forced through these filters. Blocking or filtering is generally waived for a supervising teacher or school administrator, as necessary, and only after the teacher or administrator acknowledges a warning from the system for purposes of bona fide research or other educational projects being conducted by staff members over the age of 18. Such filtering is required by law under the Children's Internet Protection Act (CIPA, 2000).

UNAUTHORIZED AND UNACCEPTABLE USES

Staff members shall use school technology equipment and technology systems in a responsible, efficient, ethical, and legal manner. Staff use of the network is a privilege, not a right.

Because technology and ways of using technology are constantly evolving, every unacceptable use of school computers and computer systems cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following:

- Violation of respectful workplace standards
- Engagement in illegal behaviors
- Conducting personal commercial business
- Using school email addresses for personal profit or business
- Disrespect of a class or classes of individuals
- Excessive engagement in leisure activities during work hours
- Demeaning of the school, school personnel or students
- Purposefully accessing, creating, transmitting, retransmitting or forwarding of material or information:
    - that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
    - that contains pornographic, obscene, or other sexually oriented materials through either pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex, or excretion
    - that plagiarizes the work of another without express consent
    - that uses inappropriate or profane language likely to be offensive to others in the school community
    - that is knowingly false or could be construed as intending to purposely damage another person's reputation in violation of any federal or state law including but not limited to copyrighted material and material protected by trade secret
    - that contains personal information about themselves or others, including information protected by confidentiality laws using another individual's Internet or electronic communications account without written permission from that individual
    - that impersonates another or transmits through an anonymous remailer
    - that accesses fee services without specific permission from the system administrator
    - The Administration and Board of Education reserves the right, at its sole discretion, to determine the appropriateness of all information accessed through its technology.

SECURITY

Security on school computer systems is a high priority. Staff members who identify a security problem while using the Internet or electronic communications must immediately notify a system administrator. Staff members should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited except by Administration whose job require such logging on.

Staff member must:

- Lock their machine any time they walk away, no matter how long it will be.

Staff members shall not:

- Use another employees' password or any other identifier.
- Write down any passwords or post passwords, including sticky notes on monitors, desks, or any unsecure area.
- Log into any system not assigned to them, unless the system is designated as a public or multi-user machine.
- Gain or attempt to gain unauthorized access to school computers or computers systems.
- Read, alter, delete or copy electronic communications of other staff members.
- Place electronic devices of any kind on the school network that are not authorized by the Administration. Generally, this means that only school configured PCs, laptops and other personal network devices can be attached with a hardwire to the school network without prior permission from the Administration Team.

Any staff member identified as a security risk, or as having a history of problems with other computer systems, may be denied access to the Internet and electronic communications.

USE OF SOCIAL MEDIA

Staff members are expected to serve as positive role models at all times and must represent the school professionally at all times. All off-campus expression on social media that is made pursuant to a staff member's official job duties is subject to this policy.

Staff may not use a personal social media account to interact with students. If staff chooses to use social media to communicate with students, they should establish a separate public professional social media account. Staff members shall not use email, text messaging, instant messaging, or social networking sites to discuss non-school related issues with students. Staff members are expected to protect the health, safety, and emotional well-being of students and to preserve the integrity of the learning environment. Online or electronic conduct that distracts or disrupts the learning environment or other conduct in violation of this or related school policies may form the basis for disciplinary action up to and including dismissal from employment.

VANDALISM

Vandalism will result in cancellation of privileges and may result in disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse, or disrupt:

- Operation of any network within the school or any network connected to the Internet
- Operation of any form of electronic communications
- Data contained on any network or electronic communications
- Data of another user

- Usage by another user
- School-owned software or hardware

This includes, but is not limited to, the uploading or creation of computer viruses.

UNAUTHORIZED SOFTWARE

Staff members are prohibited from using or possessing any software that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed to the software owner. Licenses must be purchased for each device or each site per the requirements set forth by the software owner. All software must be used in accordance with the End-User License Agreement that accompanies any piece of software.

Unauthorized software shall include "free" software that is meant for individual, private use.

INSTRUCTIONAL USE OF AUDIO-VISUAL RESOURCES

All instructional resources, including audiovisual materials, must:

- Be consistent with the Network schools school policies, educational goals, and the objectives of specific courses and/or activities
- Adhere to federal and state copyright laws
- Reflect the best teaching practices based on age appropriateness and instructional relevance

Movies and Movie Clips

Showing movies in class, as opposed to movie clips, should be a rare event in at the Network schools. A teacher must obtain the permission of the Principal before showing a film in class that runs beyond twenty (20) minutes. Teachers may show YouTube and other streaming video clips in class as long as they reflect the best teaching practices as described above.

STAFF MEMBER USE IS A PRIVILEGE

Use of the Internet and electronic communications requires personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Staff member use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contained in this policy may result in the loss of the privilege to use these tools, restitution for costs associated with damages, and may result in school disciplinary action and/or legal action. The school may deny, revoke, or suspend access to school technology or close accounts at any time.

Each new employee will be required to sign the school's Acceptable Use Agreement upon confirmation of employment. Once that form has been signed, network accounts will be issued. Additionally, staff members will be required to re-sign this agreement **annually.**

EMPLOYEE DATA

Archiving of Electronic Email
The school will daily backup the School Email System and retain daily backups for two weeks. District staff will be responsible to retain email related to the business of the school for a minimum of thirty (30) days on the School Email System (Colorado State Archive, Colorado School District Records Management, Schedule 2, item 9). Individual email which contains information that needs to be archived beyond thirty (30) days will be archived on school servers by the individual who sends or receives such email in the "home directory" of the individual. The Administration will diligently attempt to provide two (2) weeks of backups for the home directories of users for at least 1GB of files and folders. Special permission must be obtained from the Administration for users requiring more than 1GB of backed up space in a user's home directory. Users will only archive on school servers such email as specifically and purposefully needs to be archived consistently with the archive of "General Administrative Records" as described in Colorado State Archive, Colorado School District Records Management, Schedule 2.

Confidentiality

Staff members shall not access, receive, transmit, or retransmit material regarding students, parents/guardians, or school employees that is protected by confidentiality laws unless such access, receipt or transmittal is in accordance with their assigned job responsibilities, applicable law, and school policy. If material is not legally protected, but is of a confidential or sensitive nature, great care shall be taken to ensure that only those with a "need to know" are allowed access to the material

Disclosure of confidential student records, including disclosure via electronic mail or other telecommunication systems, is governed by state and federal law, including the Family Educational Rights and Privacy Act (FERPA).
It is imperative that staff members who share confidential student information via electronic communications understand the correct use of technology, so that confidential records are not inadvertently sent or forwarded to the wrong party. Staff members who use e-mail to disclose student records or other confidential student information in a manner inconsistent with applicable law and school policy may be subject to disciplinary action.

Privacy Expectations

School computers and computer systems are owned by the school and are intended for educational purposes and school business at all times. Staff members shall have no expectation of privacy when using the Internet or electronic communications. The school reserves the right to monitor, inspect, copy, review, and store (at any time and without prior notice) all usage of school computers and computer systems, including all Internet and electronic communications

access and transmission/receipt of materials and information. All material and information accessed/received through school computers and computer systems shall remain the property of the school.

Public Records

Electronic communications sent and received by school employees may be considered a public record subject to public disclosure or inspection under the state's Open Records Act. All employee electronic communications shall be monitored to ensure that all public electronic communication records are retained, archived, and destroyed in accordance with applicable law or policy.

EQUIPMENT

Computers and Tablets

School computers and tablets are intended for school business only including internet use, software, apps, and any other data. Employees will not attempt to physically alter or attempt to repair computers or tablets. Any accessories not included with the computer or tablet when the device is turned in will need to be replaced at the employee's expense.

Other Equipment

All other technology equipment needs to be approved by Administration before it can be used in the school.

SCHOOL MAKES NO WARRANTIES

The school makes no warranties of any kind, whether expressed or implied, related to the use of school computers and computer systems, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the school of the content, nor does the school make any guarantee as to the accuracy or quality of information received. The school is not responsible for any damages, losses, or costs a staff member encounters in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the staff member's own risk.

Legal
47 U.S.C. 201 et seq. (Communications Decency Act of 1995)

I. Instructional Program

TFS Board Policy
IKE – Promotion, Retention and Acceleration of Students
Revised 2 March 2017

IKA – Assessment and Parent Refusal

Third Future Schools believes in the rights of parents and their ability to opt-out of specific assessments as required by law. The procedures below specify the regulations of this policy and provide parents needed information on how to opt-out of state assessments.

1. State assessments will be given in online format.
2. This policy, as all policies, is included in your Policy Book and is available on all school websites.
3. Currently, parents at TFS schools may choose to opt out of the state assessment. TFS schools do not administer the PSAT or SAT, therefore opting-out is not required. In Colorado, parents may not opt out of the required ACCESS and READ Act assessments.
4. Students that choose the opt-out choice will not be subjected to any negative consequences.
5. Parents/guardians opting out of any state-required assessments must notify the principal in writing/email of this decision no later than February 1 of that school year.
6. Opt-out submissions will be monitored by the school principal.
7. School administration and staff will not encourage any student to opt-out of required-state assessments. This decision is a family decision and staff will provide any input on this personal choice.

IKE -- Promotion, Retention and Acceleration of Students

The Board of Education recognizes that high expectations and standards for student achievement are necessary to ensure that students are well prepared for the next level of their education. The Board believes that early identification of students who are not making adequate progress toward achieving standards or who are making progress faster than their peers and effective intervention are crucial.

Definitions

1. “Promotion” means the process of advancing a student to the next grade at the end of the current school year.
2. “Retention” means the process of having a student repeat a grade.
3. “Acceleration” means the process of moving a student ahead one or more grades.

Determining Whether to Retain or Accelerate a student

A student shall be promoted each year unless a decision to retain or accelerate the student was made in accordance with the regulation accompanying this policy. Retention and acceleration shall be used sparingly when special circumstances warrant, and retention due to social, emotional or physical immaturity shall be used on a very limited basis.

Adoption of Regulations
The Superintendent or a designee shall develop such regulations as may be needed for the implementation of this policy so long as such regulations are consistent with Board policies.

LEGAL REFS.:
C.R.S. 22-7-1013 (2.5) (recommended considerations for academic acceleration procedure)
C.R.S. 22-32-109 (1)(hh) (board duty to provide opportunity for an academic remediation plan upon request by student's parent/guardian)

IKE-R -- Promotion, Retention and Acceleration of Students Regulations

Step 1 – Create Student Learning Plan (SLP)
At Network schools we begin to assess student needs and interests at the time of enrollment. If a student's past record indicate that the student is more than two years behind in proficiency, we will consult with the parents or guardian and consider placing the student in a lower grade.

In this step, we assess a student's beginning proficiency using DIBELS in grades K-6 as well as NWEA MAP assessments in reading and math for grades K-6. Every student then receives a Student Learning Plan (SLP) that outlines how the school will support the individual and unique needs of each student.

Step 2 – Identify retention candidates
For the Network schools, retention is considered mainly based on a student's academic proficiency level. If a student is demonstrably behind his or her peers and way below the proficiency level for their grade (more than one standard deviation from the mean on the low end), they will be identified as possible retention candidates. We will also observe a retention candidate in the classroom and assess his Habits of Success in order to help the student and provide appropriate interventions.

Step 3 – Apply exclusion criteria
Some students will not be good candidates for retention. On a case-by-case basis, our school will consider excluding students who meet the following criteria:

- Student has a significant cognitive disability
- Student has a severe learning disability in reading
- Student is in the first two years of receiving ELD services
- Student has been retained previously
- Student has demonstrated grade-level proficiency in reading and math

Step 4 – Monitor progress
Because of Third Future Schools' unique "LSAE" personalized learning model and our daily demonstrations of learning, student progress and proficiency on the lesson objectives is monitored daily. Additionally, our teachers conduct weekly professional learning community (PLC) meetings to assess student academic performance and design interventions. We give special attention to all retention candidates to assess growth and to determine whether interventions are effective.

In May, students will take the NWEA MAP tests in reading and math. Students in grades 3 and 5 who score below one standard deviation of the mean for their grade level on either exam will be considered for retention. Students in the other grades who fall below one standard deviation may be promoted and will receive continued support.

Guiding Questions

What are the criteria for retaining 3rd and 5th graders?

We will use multiple indicators or a *body of evidence*. The body of evidence will consist of state assessment scores, DIBELS reading assessment scores, NWEA MAP scores, teacher observations, parent support, and student attendance. The MTSS committee will review the data and make a recommendation for promotion or retention.

How/when will parents be told that their child is a candidate for retention?

Communicating with parents early and often is crucial. Schools will inform every parent of their child's reading level at the beginning of the school year and no later than 30 September. Specific conferences with parents of all students will be held in October and early February. Additional conferences will be held in April with the parents of any student who is a candidate for possible retention. A final conference will be scheduled in May to inform parents of a decision to retain their student.

If a retained student attends summer school, will he be promoted to the next grade?

An assessment of the student's reading and math ability will be made at the end of summer school. The new information will be included in the body of evidence outlined above. The MTSS Team will review the data and determine whether the student should be promoted to the next grade.

What program of instruction or character development will retained students have in the following year? What will change or be different?

The school will determine the proper intervention strategy. Students will be placed with a teacher who has a "Proficient" or higher evaluation rating. These teachers will provide high quality instruction and targeted literacy and math interventions to ensure the students significantly improve their academic proficiency.

What are the criteria for students with IEPs and ELD students—will it be different from regular education students?

ELD students who have received fewer than two years of ELD services will not be retained. Special education students, who have received fewer than two years of SPED services, qualify for SLD in reading, are in center-based programs, or have a full-scale IQ of less than 85, will not be recommended for retention. Any decision to retain a student on a 504 or in special education will be made through an IEP/ARD team decision.

Who will be assigned to teach the retained students?

Retained students will be taught by an effective teacher – one who has a "Proficient" or higher

evaluation rating.

What percentage of students will be retained?

The body of evidence described above will be used to select the retained students. No more than 10% of students in grades 3 and 5 will be retained.

What if we retain a student and still no growth is shown?

The MTSS process will identify the students who will benefit from retention. The extra time will help the retained students make academic gains. With proficient teachers, quality instruction, and a focused look at the body of evidence, we believe that retained students will show great progress in their literacy and math levels.

What are the criteria for K-2nd grade retention?

It is unlikely that we will retain any K-2 student. However, we will work with parents in those unique instances where it may be beneficial to retain a student in grades K-2.

Will students who are retained be placed with the same teacher again?

A student may be placed with the same teacher if the student made gains under that teacher's care and if the teacher has a Proficient or higher evaluation rating.

What about students who move into our school during 3rd and 5th grade?

Students' reading ability will be assessed during registration or at the beginning of the school year. Students may be placed in a lower grade after the first NWEA MAP assessment in September.

LEGAL REFS.:
C.R.S. 22-32-109 (1)(hh) (board duty to provide opportunity for an academic remediation plan upon request by student's parent/guardian)

TFS Board Policy
JHB – Student Attendance and Truancy
Revised 21 February 2017

JHB -- Student Attendance and Truancy

Daily school attendance is essential to our children and youth acquiring the knowledge, skills, and values to become self-sufficient citizens.

Every child who has attained the age of six years on or before August 1 of each year and is under the age of 17 is required to attend public school with such exceptions as provided by law. It is the parents' responsibility to ensure attendance. The Network schools will develop and implement plans consistent with the CSI procedures to encourage daily student attendance.

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. A "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 a "habitual truant."

In accordance with law, the school may impose appropriate penalties that relate directly to classes missed while truant.

Adoption of Regulations

The Superintendent or a designee shall develop such regulations as may be needed for the implementation of this policy so long as such regulations are consistent with Board policies.

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.:

JHB-R Regulation for Student Attendance and Truancy

JHB-R -- Student Attendance and Truancy Regulation

The following regulation is developed for the implementation of School Board Policy JHB – Student Attendance.

I. DEFINITIONS

A. An excused absence will be an absence with permission of the parent/guardian and school principal. Such absences include those that are the result of the following:

1. temporary illness or injury
2. physical, mental, or emotional disability or condition
3. religious observances
4. death in the immediate family
5. school service absences (absences that occur as a result of participation in school activities that are authorized and pre-approved by the school leader).

B. A truancy or unexcused absence is any absence without the permission of the parent/guardian and the school principal.

C. A habitually truant student is defined as a student who has four unexcused absences or truancies in any month or ten unexcused absences or truancies during any school year and is between the ages of six and seventeen years of age. For the purpose of defining a habitually truant student, absences due to suspension or expulsion will be considered excused.

II. PROCEDURES TO ENCOURAGE DAILY SCHOOL ATTENDANCE

A. Each school and teacher is responsible for keeping accurate records of student absences, tardies, and truancies.

B. School procedures and rules will include, but need not be limited to, the following:

1. Notification to the parents/guardians of each enrolled child, annually at the beginning of each school year or upon enrollment, of the following:

    a. That it is the obligation of the parent/guardian and child to ensure that the child attends school daily and complies with school attendance rules in order to receive an appropriate education; and
    b. School rules and procedures regarding attendance.

2. A method for notifying the parent/guardian of the child's absence from school if the school has received no indication that the child's parent is aware of such absence; notification will be by telephone on the day of absence, if possible, and will be noted in the school's official records as a parent contact;

3. Consequences for truancy and unexcused tardies, which may include lower grades or loss of academic credit;

4. Providing for the development of a plan, which may be in writing, to assist the habitually truant student in remaining in school. School procedures must provide opportunities for the full participation of the parent/guardian in the plan's development. A plan, at a minimum, must identify the reasons for the absences and measures to overcome them;

5. Initiation of judicial proceedings will be according to the professional judgment of the school principal and staff (except that such proceedings must be initiated if the student has more than thirty (30) days (or equivalent number of class periods) truant or unexcused absences during a school year);

6. Provision of make-up work for suspended students upon the request of the parent/guardian or student, which may include the granting of full credit for such work to the extent possible as determined by the building administrator;

7. A means to ensure that rules are consistently applied to all students.

C. Disenrollment

No student shall be disenrolled after twenty (20) consecutive school days until the school has made a substantial effort to contact the student and/or parent by telephone or home visit for the purpose of identifying the reasons for truancy and developing strategies to address
them. Appropriate school personnel, including the social worker/school psychologist and/or counselor, should be involved in this effort.

The above requirements do not prevent disenrollment of a student who has been truant for less than twenty (20) consecutive school days if there is proof of enrollment or educational placement elsewhere.

III. STUDENT AND SCHOOL ATTENDANCE PLANS

A. The school will develop a model plan to improve the attendance of students who are identified as habitually truant;

B. The school will develop a model attendance ladder that may be adopted by staff as part of a plan to encourage daily attendance.

JICDE – Bullying Prevention

The Third Future Schools Board of Education (the Board) 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 define bullying behavior, encourage students to report bullying behavior, establish programmatic responses to prevent bullying behavior**,** to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying is any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student. 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 his or her academic performance or against whom federal and state laws prohibit discrimination.

Third Future Schools (the Network) is subject to the following laws: Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and the Colorado Anti-Discrimination Act. Accordingly, the Network is committed to prohibiting discrimination on the basis of disability, need for special education services (whether actual or perceived), race, creed, color, sex, marital status, sexual orientation, transgender status, gender identity, gender expression, national origin, religion, ancestry, age, genetic information, or protected activity, in admissions, access to, treatment, or employment in the educational programs or activities which it operates. In addition, for purposes of this policy, bullying behavior may include but is not limited to threats, intimidation, assault, or harassment of any kind, as delineated in the Student Conduct, Discipline and Attendance Code.

For purposes of this policy, the school environment includes: 1) all Network property, including but not limited to school buses and electronic communication and access resources; 2) any non- Network property on which a Network- or school-sponsored activity or event occurs; and, 3) any other non-Network property or location where the behavior engaged in may have a direct impact on school discipline or be detrimental to the welfare or safety of students or staff.

A student or adult who engages in any act of bullying is subject to appropriate disciplinary action including but not limited to, suspension, expulsion, and/or referral to law enforcement authorities**.** (Policy JK/JK-R) The severity, intent and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made.

The Network shall ensure the development of a comprehensive program to address bullying at all school levels. The program shall be aimed toward accomplishing the following goals:

- To send a clear message to students, staff, parents/guardians, and community members that bullying will not be tolerated.

- To implement strategies in each school to enable students and staff to recognize, report and respond effectively to bullying.
- To prevent bullying by implementing prevention strategies in each school to decrease the occurrences of bullying.

- To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.

- To initiate efforts to change the behavior of students engaged in bullying behaviors which may include education on acceptable behavior, discussions, counseling, and appropriate negative consequences.

- To foster a productive partnership with parents/guardians and community members in order to help maintain a bully free environment.

- To help develop social skills and self-confidence for all students and to recognize and encourage positive, supportive behaviors of students toward one another on a regular basis.

- To protect students from retaliatory action when they report bullying behaviors in good faith.

LEGAL REFS.:
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 34 C.F.R. Part 104
34 C.F.R. Part 106
Fair Labor Standards Act, 29 U.S.C. §201
Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C.
§ 621
Individuals with Disabilities Education Act, 20 U.S.C. §1400, et seq. Exceptional Children's Education Act, C.R.S. 22-20-101, et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §701, et seq. Americans with Disabilities Act, 42 U.S.C. §12101, et seq.
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d
Title VII of the Civil Rights Act of 1964, as amended 42 U.S.C. § 2000e 42 U.S.C. §2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)
C.R.S. 2-4-401
C.R.S. 18-9-121 C.R.S. 22-32-109(1)(ll)
C.R.S. 22-32-109.1(2)(a)(X)(B) C.R.S. 22-32-110(1)(k)

C.R.S. 22-33-105(2)(c)
C.R.S. 22-61-101
C.R.S. 22-93-101, et seq.
C.R.S. 24-34-301 through 24-34-308

JICDE-R -- Bullying Prevention Regulations

“No bullying” is one of the three key disciplinary rules for students at any Third Future School.

1. Do not disrespect any teacher or other staff member
2. Do not disrupt the learning environment
3. Do not bully anyone

As a result, all staff members take any report or incident of bullying very seriously. Every teacher and staff member is expected to address every reported or observed incident of bullying on the spot and at the time of the incident. The staff member will report more severe incidents or bullying behavior that is repeated to one of the administrators. In most cases, the student will be sent or escorted to the office immediately after the incident.

An administrator will speak with the student or students to gather more information. If necessary, the administrator will ask the staff member for more information. The administration will use progressive discipline responses appropriate to the severity of the student’s behavior. Responses include but are not limited to:

1. Conference with student
2. Student time out
3. Phone call to parents
4. Restorative practices
5. Loss of after-school privileges
6. Administrator/parent/guardian/student conference
7. Written referral
8. In-school suspension
9. Classroom removal
10. Behavior plan
11. Out of school suspension
12. Referral to law enforcement
13. Expulsion

JJH -- Student Travel and Field Trips

The Board recognizes that the first-hand learning experiences provided by field trips can serve as an effective and worthwhile means of learning. The Board encourages field trips that are part of and directly related to the Network schools' educational program and will yield greater learning opportunities than other educational experiences.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve and evaluate trips and to ensure that reasonable steps are taken for the safety of the participants.

Determinations regarding the appropriateness of a field trip, necessary modifications and/or accommodations, and other matters concerning students with disabilities shall be made by the students' IEP or Section 504 team.

Trips which require students to travel outside of Colorado or to be away from home overnight or on non-school days shall require the approval of the Superintendent.

Adoption of Regulations

The Superintendent, or a designee, shall develop such regulations as may be needed for the implementation of this policy so long as such regulations are consistent with Board policies.

LEGAL REF.: C.R.S. 40-10-116 (1)(b)

JJH-R -- Student Travel and Field Trips Regulations

The following regulation was developed for the implementation of School Board Policy JJH – Student Travel and Field Trips.

Single day trips within District Boundary:

Parents and/or guardians must be notified of a trip ahead of time and informed that they have the right to request that his child not participate in the particular trip. In addition, written permission of the parent or guardian must be obtained before a student participates in the activity.
Applicable forms may be obtained from the front office and must be filed in the school office before any trips are taken.

1. Completed forms must be submitted at least three (3) weeks prior to a planned Off- Campus Trip. The forms that must be submitted are:

    a. Application
    b. Detailed itinerary - include the names, address and phone numbers of location of trip.
    c. Phone Tree - include names and phone numbers.
    d. Emergency Procedures - establish a plan in case of illness, accident disciplinary problems or weather related.
    e. List of students - include their name, address and phone numbers

2. Your application and supporting documentation will be processed and a trip number will be assigned. Once approved, you will receive via email, a copy of an Approved Application.

3. Parents/Guardians and students must complete and return required forms prior to the trip. The forms that parents/guardians must complete and return are:

    a. Release Agreement/Field Trip Permission Form (These forms need to stay in the possession of the person in charge of the trip while on the trip)
    b. Sponsor must have Medical History form for each participating student with them at all times during the field trip.

JK – Student Discipline

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

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

The Board in accordance with state law has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code also emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall emphasize proportionate disciplinary interventions and consequences and keeping students engaged in learning.

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

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

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

Distribution of conduct and discipline code
The Superintendent or designee shall arrange to have a copy of the conduct and discipline code provided once to each student and once to each new student in TFS. The Superintendent or designee shall ensure reasonable measures are taken to ensure each student is familiar with the code. Copies shall be posted on each school's website. In addition, any significant change in the code shall be distributed to each student and posted in each school.

The Superintendent will consult with network administrators, teachers, parents, students and other members of the community in the development of the conduct and discipline code or before recommending major changes to this policy.

Remedial discipline plans

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

To develop the plan, the principal will arrange for a meeting with the student, the student's parent/guardian and any members of the staff whom the principal believes should attend. The purpose of the meeting will be to address the reasons for the student's disruptive behavior and to establish goals, objectives and timelines to modify such behavior. A written plan will be prepared which addresses the student's disruptive behavior, educational needs and what steps are necessary to keep the child in school. The plan will include incentives for good behavior and consequences if the student violates the plan.

The plan may be written in the form of a contract which the student and the parent/guardian will sign and date.

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

Discipline of habitually disruptive students
Students who have caused a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events three times during the school year shall be declared habitually disruptive students. Any student enrolled in TFS may be subject to being declared a habitually disruptive student. Declaration as a habitually disruptive student may result in the student's expulsion.

A student will be declared "habitually disruptive" if three times during the course of the school year the student causes a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events.

The student and the parent/guardian will be notified in writing of each disruption which counts toward declaring the student habitually disruptive. The student and parent/guardian will also be notified in writing and by telephone or other oral communication of the definition of "habitually disruptive student."

A student who has been declared habitually disruptive may be suspended or expelled in accordance with Colorado law.

LEGAL REFS.:
C.R.S. 18-6-401 (1) (definition of child abuse)
C.R.S. 22-32-109.1 (2)(a) (adoption and enforcement of conduct and discipline code)
C.R.S. 22-32-109.1 (2)(a)(I) (school district shall take reasonable measures to familiarize students with the conduct and discipline code)

C.R.S. 22-32-109.1 (2)(a)(I)(C) (discipline of habitually disruptive students is required part of safe schools plan)
C.R.S. 22-32-109.1 (9) (immunity provisions in safe schools law)
C.R.S. 22-33-106 (1) (grounds for suspension, expulsion and denial of admission)
C.R.S. 22-33-106 (1)(c.5) (habitually disruptive students)

JKA-G -- Use of Physical Intervention and Restraint

To maintain a safe learning environment, Third Future Schools ("TFS") 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 policies JKA-R Use of Physical Intervention and Restraint and JKA-E Student Restraint Incident Report Form. Such actions shall not be considered child abuse if performed in good faith and in compliance with this policy and accompanying regulation.

Physical Intervention
Restraint shall only be administered by TFS employees trained in accordance with applicable State Board of Education rules.
No corporal punishment shall be administered to any student by any TFS employee.

There are times within the scope of their employment, when it becomes necessary for staff to 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 protection of persons against physical injury or 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 longer than:

- Colorado: One minute in Colorado, unless the provisions regarding restraint contained in the policy and accompanying policies JKA-R Use of Physical Intervention and Restraint and JKA-E Student Restraint Incident Report Form are followed.
- Louisiana: A school employee who has physically restrained a student shall document and report each incident. A written report shall be submitted to the school principal no later than school day immediately following the day of which the student was physically restrained, and a copy shall be provided to the student's parent or legal guardian.
- Documentation provided by the end of the day in Texas.

Restraint is defined by state law and this policy as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to bodily physical force, mechanical devices, chemicals, and seclusion.

TFS 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. TFS employees are also prohibited from restraining a student by use of a mechanical restraint or chemical restraint, as those terms are defined by applicable State Board of Education rules and policies JKA-R Use of Physical Intervention and Restraint and JKA-E Student Restraint Incident Report Form.

Exceptions

The restraint provisions in this policy and accompanying regulation shall not apply to:

1. Peace officers as defined by C.R.S. 16-2.5-101 et seq. who are acting within the scope of their employment or in accordance with C.R.S. 16-3-109; and

2. When CEC is engaged in transporting a student from one facility or location to another facility or location when it is within the scope of CECs powers and authority to effect such transportation.

LEGAL REFS.: C.R.S. 18-1-703 use of physical force by those supervising minors 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. 22-2-107 (1)(a) and (1)(c) State board - power C.R.S. 22-32-109.1(2)(a) adoption and enforcement of discipline code C.R.S. 22-32-109.1(2)(a)(IV) policy required as part of safe schools plan C.R.S. 22-32-109.1(9) immunity provisions in safe schools law C.R.S. 26-20-101 et seq. Protection of Persons from Restraint Act C.R.S. 26-20-108 Protection of Persons from Restraint Act Rules 1 CCR 301-45 State Board of Education rules for the Administration of the Protection of Persons from Restraint Act

CROSS REFS.: JKA-R Use of Physical Intervention and Restraint JKA-E Student Restraint Incident Report Form

JKA-R -- Use of Physical Intervention and Restraint Regulation

Restraint shall only be administered by TFS employees trained in accordance with applicable State Board of Education rules. No corporal punishment shall be administered to any student by any TFS employee.

A. Definitions

In accordance with 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 policy and accompanying JKA Corporal Punishment/Use Of Physical Intervention And Restraint By Employees and JKA-E Student Restraint Incident Report Form.

1. Restraint means any method or device used to involuntarily limit freedom of movement, including but not limited to bodily physical force, mechanical devices, chemicals, 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 one minute 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. Azmacort, 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. 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.

6. Time-out is the removal of the 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 designed time-out area and is effectively monitored by staff.

7. Emergency means serious, probable, imminent threat of bodily injury to self or others with the present ability to effect such bodily injury. Emergency includes situation in which the student creates such a threat (serious, probable, imminent threat of bodily injury to self or others with the present ability to effect such bodily injury) by abusing or destroying property.

8. 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).

9. State Board Rules mean the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, 1CCR 301-45.

10. Parent is defined in the State Board of Education's 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. TFS employees 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, TFS 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 (as defined in the State Board of Education's rules);

3. restraints are only administered by TFS 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 TFS 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.

D. Proper administration of specific restraints

1. Chemical restraints shall not be used.

2. Mechanical restraints shall not be used, except that this provision shall not apply to armed security officers who have received documented training in defensive tactics utilizing handcuffing procedures and are detaining the student for law enforcement.

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; and
   b. any space in which a student is secluded shall have adequate lighting, ventilation and size. 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. the TFS 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 using the form in policy JKA-E Student Restraint Incident Report Form.

2. The head of school 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 "Review of specific incidents of restraint." below shall be e-mailed, 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 restrain shall be placed in the student's confidential file.

G. Review of specific incidents of restraint

1. TFS 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 TFS or the student's parents, TFS 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. TFS 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 TFS 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 section F "Documentation requirements" paragraphs 1 and 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. TFS 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. 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.

CROSS REFS.: JKA Corporal Punishment/Use Of Physical Intervention And Restraint By Employees JKA-E Student Restraint Incident Report Form

JKD – Suspension/Expulsion of Students

The Board of Directors (Board) shall provide due process of law to students, parents/ guardians and school personnel through written procedures consistent with law for the suspension or expulsion of students and the denial of admission.

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

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

As an 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.

Delegation of authority

The Board of Education delegates to Superintendent or the principal of TFS or to a person designated in writing by the principal the power to suspend a student in TFS 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, but the total period of suspension shall not exceed 25 school days.

The Board of Education delegates to the SUPERINTENDENT OR DESIGNEE, 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.

Unless otherwise determined by the Board, the Board of Education delegates to the Superintendent 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 or designee, 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 TFS. 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 or designee at the conclusion of the hearing. The Superintendent or designee shall render a written opinion in the matter within five days after the hearing whether the hearing is conducted by the hearing officer or the Superintendent or designee.

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 or designee 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 the student code of conduct and related policies. The Board may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of TFS to provide an alternative educational program for the student as specified in state law.

Annual reports
The Board annually shall report to the State Board of Education the number of students expelled from TFS for disciplinary reasons or for failure to submit certificates of immunization.

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 safe schools plan)
C.R.S. 22-32-109.1 (3) (agreements with state agencies)
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. 22-33-106.3 (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)
C.R.S. 25-4-903 (1) (immunization)

JK-R -- Student Discipline Regulation

INTRODUCTION

The following student conduct and discipline procedures are developed for the implementation of School Board Policy JK - Student Discipline. These procedures are designed to be consistent with the general purpose and principles outlined in Policy JK, as well as consistent with federal and state statutes, and local ordinances.

SECTION ONE: SCHOOL DISCIPLINE ADMINISTRATION

1-1 Characteristics of Disciplinary Practices

A. Successful disciplinary practices have the following characteristics:

1. They are explicit, reasonable, and timely.
2. They have logical, fair, consistent, and age-appropriate consequences.
3. They include a variety of prevention and intervention measures.
4. They provide the opportunity for significant parent/guardian and student participation.
5. They respond to individual differences among students with insight and sensitivity.
6. They ensure the opportunity for students to obtain an education.
7. They address the needs of the student who engaged in the misconduct, the needs of those who were affected by the misconduct, and the needs of the overall school community.

1-2 Staff Training

A. Staff training will be provided as needed to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied.

1-3 Non-Discrimination

A. School staff responsible for implementing this Policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, age, or disability.

B. Discipline for students with disabilities shall be in accordance with the student's individualized education program (IEP), any behavior intervention plan, 504 Plan, and Board Policy JKF (Discipline of Students with Disabilities).

1-4 Addressing Racial Disparities and Other Protected Class Disparities in School Discipline

A. Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over- represented among those students who are suspended, expelled, or referred to law enforcement.

1-5 Student Conduct Subject to Disciplinary Action

A. Student conduct during either curricular or extracurricular activities in classrooms, in school buildings, on school grounds, may be subject to disciplinary action, if such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

1-6 School Code of Conduct

A. The school may adopt their own school rules and Code of Conduct so long as they are consistent with this policy. Any such rules or codes shall be approved by the Superintendent and will be made available to students and their parents/guardians in a manner consistent with Section 1-6 of this policy prior to implementation.

1-7 Distribution

A. The school shall post this policy on the school web site and in the front office, in English and Spanish. Copies of this policy and school rules will be made available, upon request, to each student and parent/guardian, and, upon request, translated in a language that the parent/guardian can understand.

B. The school is encouraged to train their students on the contents of this policy and other school rules and Codes of Conduct they adopt.

SECTION TWO: INTERVENTIONS AND CONSEQUENCES

2-1 General

A. Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. The school should minimize the use of out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement, to the extent practicable while remaining consistent with state statute, local ordinances, and mandatory reporting laws.

2-2 Reasonable Consequences

A. Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior, as well as consider the impact on the victim and/or community. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in getting the student re-engaged in learning.

B. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include systematic recognition for appropriate behavior and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

2-3 Relevant Factors in Making Discipline Decisions

A. When choosing consequences for students' misbehavior, teachers, administrators, and staff must balance the school's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors shall be considered:

1. Age, health, and disability or special education status of the student
2. Appropriateness of student's academic placement
3. Student's prior conduct and record of behavior
4. Student's attitude
5. Level of parent/guardian's cooperation and involvement
6. Student's willingness to repair the harm
7. Seriousness of the offense and the degree of harm caused
8. Impact of the incident on overall school community.

B. The availability of prevention and intervention programs that are designed to address student misbehavior should also be considered prior to disciplining students.

2-4 Interventions

A. When misconduct occurs, schools shall investigate the circumstances and gather facts that will help to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level. Interventions should provide students an opportunity to learn from their mistakes, and re-engage the student in learning. All interventions should balance the needs of the student, the needs of those directly affected by the behavior, and needs of the overall school community.

B. There are three types of intervention strategies that are available to teachers and administrators: Administrative, Restorative, and Skill-based/Therapeutic.

1. Administrative Strategies are statutory, rule-based, or contract-based interventions done "to" the offender, such as:

    a. Removal from classroom
    b. Detention
    c. Suspension
    d. Expulsion.

2. Restorative Strategies are problem solving interventions done "with" the offender. They are driven by justice as much as is possible and focus on the harm caused and how it will be repaired. A successful restorative justice strategy may utilize collaboration in interventions with allied agencies and professionals. An
assessment of the incident/conduct will be done, and a determination will be made by the school administration whether a face-to-face meeting with all parties is appropriate. Examples may include:

    a. Family group conferencing
    b. Victim-offender mediation
    c. Classroom peace circles
    d. Reparation of harm.

3. Therapeutic/Resource Strategies are done "by" the offender and require intrinsic motivational behavior change. Such interventions include:

    a. Mental health counseling
    b. Anger management classes
    c. Informal mentoring and behavior coaching.

C. Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2nd or 3rd offenses. For example, in compliance with this Policy, the three types of interventions may be used in the following ways:

1. Independently (e.g., 1-day after-school detention)

2. As alternatives to each other (e.g., choice of mediation or 1-day suspension)

3. In conjunction with each other (e.g., 2-day in-school suspension along with anger management class and mediation).

D. Interventions can range from reminders, redirection, student/teacher conferences to classroom removal, behavior contracts, suspensions, recommendations for expulsion, and/or referral to law enforcement.

SECTION THREE: DISCIPLINARY OFFENSES/CONSEQUENCES

Level I Offense	Level II Offense	Level III Offense
● Disrespect of Teachers & Staff ● Disruption of the Learning Environment	● Habitually Disruptive ● Compromise School Safety	● Multiple suspensions ● Physical harm to others ● Weapons ● Drugs
Level I Consequences	**Level II Consequences**	**Level III Consequences**
● Verbal redirection ● Complete Habits of Success Reflection ● Phone Call home ● After school detention ● Withdrawal of privileges ● Exclusionary Time Out ● Parent shadow student in class ● Parent/Staff/Student Conference	● Out of School Suspension ● Parent Conference ● Behavior Contract	● Out of School suspension ● Parent Conference ● Behavior Contract ● Expulsion
Level I Scenario	**Level II Scenario**	**Level III Scenario**
● Student sent to office for disruption of learning environment ● Administrator has student fill out reflection sheet ● Student returns to learning	● Student has been sent home more than once and is now considered habitually disruptive ● Parent conference and behavior contract developed ● Student breaks contract	● Student has been suspended a minimum of 2 times ● Parent Conference and Contract developed

● Student sent to office for disruption and/or disrespect for second time ● Phone call home ● Student in exclusionary time out ● Student sent to office for third time ● Parent must pick up student and meet with admin/staff before student may return to class		

SECTION FOUR: DISRUPTIVE STUDENTS IN THE CLASSROOM

4-1 Removal from Classroom

A. The school acknowledges the important role and responsibility of teachers in an effective discipline plan. A classroom free of disruption is essential for learning. When a teacher judges it necessary to protect the instructional process, he or she may remove a disruptive student from class to an alternative setting. The Board of Education defines "Classroom Disruption" as a willful and substantial disobedience or open and persistent defiance, or repetitive interfering with the school's or teacher's ability to provide an appropriate learning environment in the classroom which cannot be managed through effective classroom management and/or the intervention strategies identified in this policy.

B. In the event a student is removed from the classroom; the teacher shall see that the student has his or her textbooks and class work to complete assignments. The student will be returned to class only after the teacher has been consulted and a conference has been held with the student. As soon as reasonably possible the teacher or school principal (or designee) will contact the parent or legal guardian regarding the removal and request his or her attendance at a conference, if appropriate.

C. Upon the third removal (except for students with an active IEP), the student may be removed from the teacher's class for the remainder of the term and placed in the Team Center (with access to work and/or Zoom). Whether the student will be placed in a different education setting or suspended shall be consistent with this policy and IDEA regulations.

D. In the Student Learning Plan, the teacher (with consultation from school

administration) will incorporate the requirements of CRS 22-32-109.1 and Board policy concerning disorderly conduct toward, harassment of and making knowingly a false accusation of

child abuse against a teacher. In implementing the disciplinary plan a teacher shall be protected from civil or criminal liability as provided by CRS 22-32-109.1 (9).

E. If a principal has evidence a teacher is referring an excessive number of students for disciplinary reasons, the principal shall review the classroom practices with the teacher and try to determine if a more preventive approach is possible through change in practice, or if the teacher would benefit from staff development. However, this concern shall not be utilized as a reason for returning a student to class who has been excluded by the teacher without the conference referred to above.

SECTION FIVE: SUSPENSION AND EXPULSION PREVENTION

5-1 General

A. Alternatives such as restorative or therapeutic interventions should be utilized to help students who are at risk of suspension or expulsion before such disciplinary measures become necessary.

B. The principal of the school or a designee shall work with the professional staff to identify students who are at risk of suspension or expulsion. Among those students who may be at risk are those who have been or are likely to be declared habitually truant or habitually disruptive.

C. At-risk students could be defined as those students with previous behavioral problems or students who were suspended, expelled, or removed from class at any point in the last calendar year.

5-2 Student Learning Plans-Behavior Component

A. The use of behavior intervention plans to prevent or correct persistent discipline problems is mandated. The goals of the plan are to address the student's disruptive behavior and educational needs, and emphasize the importance of maintaining the child's enrollment in school.

B. To develop the plan, the principal or a designee will arrange for a meeting with the student, the student's parent/guardian, and any members of the staff whom the principal or designee believes should attend. The purpose of the meeting will be to address the reasons for the student's disruptive behavior and cooperatively to establish goals, objectives, and timelines to modify such behavior.

C. A written plan will be prepared that addresses the student's disruptive behavior, educational needs, and the steps necessary to keep the child in school. The plan will include incentives for good behavior and consequences if the student is disruptive in violation of the plan. The Student Learning Plan shall include a description of the support and educational services that will be provided by the school to help the student

avoid future suspensions and expulsion.

1. The school must work with the student's parent or guardian in providing these services.

2. Such services may be provided through agreements with appropriate local governmental agencies, community-based organizations, and institutions of higher education.

D. Every effort will be provided for parent/guardian and teacher(s) input and involvement in the contract's development. Notification of the plan will be presented to the parent/guardian in a language he or she understands.

E. The parent/guardian, student, and the principal or designee should sign the contract.

F. Every effort will be made to ensure that a plan of services is in place and acted upon before any action is taken to suspend or expel a student, barring emergency situations in which immediate disciplinary action is necessary to ensure the safety of the school and its occupants.

5-3 Mandatory Behavior Intervention Plans

A. There is one situation in which a behavior intervention plan must be developed: when a student receives a suspension that counts toward being declared a "habitually disruptive student."

1. See Section 6-7 for more information on "habitually disruptive students."

SECTION SIX: SUSPENSIONS OR EXPULSIONS

6-1 General

A. Suspensions, both in-school and out-of-school, are only to be given in accordance with Section 3-1 of this policy.

B. A student may not be suspended for conduct that occurs off-of school property and outside the school day unless the conduct substantially disrupts, or will substantially disrupt, the school environment, or seriously endangers the welfare or safety of other students or school personnel. In this instance, the provisions in Section 3-1 of this policy shall be followed.

C. Students who are suspended may not participate in extracurricular activities or school sponsored events during the period of the suspension. However, students on suspension during the administration of state assessments shall be provided an opportunity to take the test and may be allowed to participate in related test preparation activities, upon

approval by the school principal or a designee.

D. The school shall provide the student with the opportunity to earn equivalent grades and credits as other students during the student's suspension, and the ability to make-up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to provide an opportunity for the student to reintegrate into the educational program of the school following the period of suspension.

In-School Suspensions

E. Students with consistently problematic behavior patterns should not be allowed to disrupt the educational process; yet when these students are suspended from school it often adds to the problems of the students, the school, and the community. Therefore, the school and the Board of Education endorse the concept of in-school suspension.

F. The purpose of in-school suspension is to provide a more effective means of discipline than detention or out-of-school suspension. By using in-school suspension, students should not fall behind on school assignments, but should still learn from their mistakes and misbehavior. All in-school suspensions shall be imposed in a manner that is consistent with students' due process rights, as outlined in this and other policies. The following guidelines shall be observed:

1. Students shall be assigned to a special class (Team Center, if available, where they shall be adequately supervised at all times. School administration shall see that each student has appropriate assignments and materials from his/her regular teachers.

2. The principal or a designee shall notify the parents/guardians at once by telephone if their child has been placed under in-school suspension. If the parent/guardian cannot be reached by phone, or if requested by the parent/guardian, there shall be a written notification in a language the parent/guardian can understand. Reasons for the in-school suspension shall be given, and a conference may be scheduled prior to the student's readmission to regular class.

6-2 Out-of-school Suspensions

A. Students can be suspended out-of-school if school administration believes the behavior warrants this consequence.

6-3 Procedures for Out-of-school Suspensions

A. The Board of Education delegates to the school principal, or to a person designated in writing by the principal, the authority to suspend a student out of school in a manner consistent with this policy. In exercising this authority, the principal or designee must follow the procedures prescribed to afford due process.

B. Before a student is suspended, he or she has the right to an informal conference with the principal or designee. At the conference, the student must:

   1. Be allowed to call a parent or guardian, and have the parent or guardian attend the conference if they can within a reasonable amount of time.

   2. Be informed of the charges and evidence against him or her.

   3. Have an opportunity to respond to the charges, verbally or in writing, and present his or her version of events.

   4. Be informed of the right not to submit a written statement, if a written statement is requested.

   5. Have an opportunity to present evidence in his or her defense, including the right to have his or her witnesses interviewed by the principal or designee.

C. It is best practice for the principal, or principal's designee, to interview all known witnesses and to review all evidence prior to making a determination regarding suspensions.

D. If, after the informal conference, the principal or designee decides to suspend the student out of school, the school must make a reasonable attempt to contact the parent or guardian at once by phone. The school must also provide a written notice of suspension in a language that the parent/guardian can understand. Both the oral and written notices must inform the parent/guardian that the student has been suspended, and must include the grounds for the suspension, the period of the suspension, and offer to schedule a time and place for the parent/guardian to meet with the principal or designee to review the suspension prior to or concurrent with reinstatement. It must also state that make-up work will be provided during the period of suspension, and that the student has the right to appeal the suspension and how to do so.

E. If an emergency requires immediate removal of the student from school, the informal hearing shall follow as soon after the student's removal as practicable. If immediate removal from school is necessary, the school shall immediately notify the parent/guardian to determine the best way to transfer custody of the student to the parent/guardian.

F. If the suspension will count toward declaration of the student as "habitually disruptive," the parent/guardian and student must be so notified in writing, as discussed in Section 6-7 of this Policy.

G. Upon reinstatement from suspension of any student, the principal or designee shall attempt to meet with the student's parent or legal guardian to discuss the student's behavior and the possible need for a behavior intervention plan (as discussed in Sections 5-2 and 5-3) for the student in an effort to prevent further disciplinary action.

H. For Level 3 Offenses (see Section 3 of this policy), if there has been a recommendation for expulsion, or a request for an extension of the suspension period made to the Superintendent or designee through Section 6-6 of this policy, the principal has the option of extending the maximum three-day out-of-school suspension available under Section 3-1 by up to two days, for a total of five days, if deemed necessary for the safety of the school.

6-4 Out-of-school Suspension Appeal Rights

1. The student must be informed of his or her right to appeal an out-of-school suspension with the principal or designee in the notice of suspension.

2. The student shall have the following rights in the suspension appeal process:

    1. The right to request a meeting with the principal or designee.

    2. The right to a representative to be present at the meeting.

    3. The right of the student, parent/guardian, and/or representative to address the principal or designee on the evidence and the appropriateness of the penalty.

    4. The right to submit, or have a parent, guardian, or representative submit, a dissenting opinion regarding the suspension, and have it included in the student's disciplinary file.

    5. The right to review, or have a parent, guardian, or representative review, any evidence relied upon in the suspension decision and which is reasonably available for production. The district shall not be obligated to produce evidence which would be in violation of the Family Education Rights and Privacy Act or without an individual(s) consent or Court order.

3. The principal or designee will:

    1. Review all written documents.

    2. Make a determination of whether there was sufficient evidence to find:

        a. That the alleged violation occurred, and
        b. Whether the penalty imposed was appropriate.

    3. Provide a written decision within five days of the meeting.

    4. If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.

5. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the principal or designee.

4. If the principal or designee denies the appeal, the student may pursue a second appeal of the suspension to the Superintendent.

5. The student shall have the following rights in the second appeal process:

    1. The right to request a meeting with the Superintendent.

    2. The right to a representative to be present at the meeting.

    3. The right of the student, parent/guardian, and/or representative to address the Superintendent on the evidence and the appropriateness of the penalty.

    4. The right to submit, or have a parent, guardian, or representative submit, a dissenting opinion regarding the suspension.

6. The Superintendent will:

    1. Review all written documents.

    2. Make a determination of whether there was sufficient evidence to find:

        a. That the alleged violation occurred, and
        b. Whether the penalty imposed was appropriate.

    3. Provide a written decision within five days of the meeting.

    4. If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.

    5. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Superintendent.

6-5 Extensions of Out-of-school Suspensions

A. The Board of Education delegates to the Superintendent the authority to extend a student's out-of-school suspension by up to ten (10) days as necessary, upon recommendation of the principal. The total period of suspension shall not exceed twenty-

five (25) days.

B. A suspension shall only be extended if the student committed a Level 3 offense (see Section 3-1 of this policy), the student's presence in school presents a danger or severe disruption to the school and its occupants, and either additional time is needed to further investigate an incident or there has been a recommendation to the Superintendent to expel the student.

C. If an extension of the suspension is to be recommended, the principal or a designee shall make a reasonable attempt to notify a parent/guardian at once by telephone and shall follow up with a written notification in a language the parent/guardian can understand. Through this oral and written notification, the principal or designee shall attempt to schedule a conference with the parent/guardian to explain the reason for the extension.

D. If the suspension has been extended so that the total suspension is ten (10) days or more, and there has not been a recommendation of expulsion, the student is to receive the same right to a hearing as described below in Section 6-8 of this policy.

E. If a student's suspension is extended beyond a total of ten (10) days, the student must be provided with an alternative learning environment in which he or she shall have the opportunity to earn equivalent grades and credits as other students during the suspension period.

6-6 Habitually Disruptive Students

A. A "habitually disruptive student" is a child who has been suspended out-of-school by the principal or a designee three (3) times during the course of a school year for causing a disruption in the classroom, on school grounds, in school vehicles, or at school activities or sanctioned events.

B. For violations, which are counted toward declaration as a habitually disruptive student, consideration will be given to whether a change in the student's schedule is appropriate to address the disruptive behavior.

C. The student and parent/guardian must be notified in writing of each suspension counted toward declaring the student as habitually disruptive. The student and parent/guardian must be notified in writing and by telephone or other means at the home or the place of employment of the parent/guardian of the definition of "habitually disruptive student" and the option to recommend expulsion of such students. This written notification must be provided in a language that the parent/legal guardian can understand.

6-7 Procedures for Expulsion

A. The Board of Education delegates to the Superintendent the authority to expel for any period up to one (1) calendar year a student who does not qualify for admission to

or continued attendance in the school.

B. Procedures for expulsion of a student will be initiated by the school principal's recommendation to the Superintendent or designee. The principal will, at the time of making such recommendation, give to the student and the student's parent/guardian written notice of the recommendation in a language that they can understand. The notice will contain:

    1. A statement of the reasons for the recommended action.

    2. A statement that a hearing on the question of expulsion will be held unless waived by the student or the parent/guardian within ten (10) days for Colorado, fifteen (15) days for Louisiana, and three (3) days for Texas after the date of the notice.

    3. A statement that the student may be present at the hearing to hear the evidence, may have an opportunity to present relevant evidence, and may be accompanied by a parent/guardian and a representative of choice.

C. Unless the student or parent/guardian expressly waives their right to a hearing, the Superintendent or designee shall not expel any child without a hearing at which evidence may be presented in the child's behalf by the parent, an attorney or an advocate of the parent/guardian's choice.

D. Hearings will be conducted by a hearing officer on behalf of the Superintendent. At the hearing, testimony and information will be presented under oath. Technical rules of evidence will not apply. The student, parent/guardian, or representative may question individuals presenting information.

    1. Written statements made by the student may not be used as evidence unless his or her parent/guardian was present at the time it was signed by the student, or school officials had made reasonable attempts to have the parent/guardian present at the time of signing.

    2. For a Level 3 offense, if the hearing officer determines that the student possessed a firearm on school grounds, the recommended consequence shall be expulsion for a duration of one year.

E. The Superintendent will, following review of the recommended action and the report of the hearing officer, act on the recommended expulsion. A written opinion notifying the student and his or her parent/guardian of the action taken shall be issued within five (5) days of the hearing. If the Superintendent determines that the penalty for a Level 3 offense does not merit expulsion for the duration of one year, the written opinion will state the reasons for the exception. The notice shall be in a language that the parent/guardian can understand.

F. The Superintendent will notify the student and his or her parent/guardian of their right to appeal the decision to the Board of Education within ten (10) days of the receipt

of the notice. The notice shall be in a language that the parent/guardian can understand.

G. If an appeal is timely requested, the Board of Education will review the record and offer the opportunity for representatives of the school and the student to make statements to the Board of Education. The Board of Education will:

1. Make a determination of whether there was sufficient evidence to find:

a. That the alleged violation occurred, and
b. Whether the penalty imposed was appropriate.

2. Provide a written decision within five days of the meeting.

3. If it is determined that no violation occurred, all school records pertaining to the expulsion will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.

4. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Board of Education.

H. Information will be provided to the parent/guardian of every expelled student regarding educational alternatives available during the period of expulsion. If the parent/guardian desires a home-based educational program, curricula at the appropriate grade level will be made available.

SECTION SEVEN: ANNUAL REVIEW

7-1 Annual Review

1. The school will evaluate and monitor the effectiveness of the school discipline plan using school disciplinary data disaggregated by race, ethnicity, and sex of student. This will allow the school to: identify areas of need; target areas of concern; access professional development, supports, and services; and revise school procedures as needed.

LEGAL REFERENCES:
C.R.S. 22-32-109.1 (general policies on student conduct, safety, and welfare)
C.R.S. 22-32-126(5) (disclosure of disciplinary information)
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. 22-33-106.3 (student statements used in expulsion hearings)

C.R.S. 22-33-202 (identification of at-risk students)
C.R.S. 18-3-202 through 204 (definitions of first, second, and third degree assault)
C.R.S. 18-8-704 through 706 (witness intimidation and retaliation)
C.R.S. 19-3-304 (Persons Required to Report Child Abuse / Neglect)
C.R.S. 19-1-103 (Child Abuse)
C.R.S. 16-22-102 (Unlawful Sexual Behavior, Unlawful Sexual Contact, Indecent Exposure)
Family Educational and Privacy Rights (FERP) 20 U.S.C. 1232g(h))

JKS – Discipline of Students with Disabilities

Students with disabilities are neither immune from the school's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students.

Students with disabilities who engage in disruptive activities and/or actions are dangerous to themselves or others will be disciplined in accordance with their Individualized Education Plan (IEP), Section 504 Plan, or any behavioral intervention plan and this policy.

Nothing in this policy shall prohibit an IEP or 504 team from establishing consequences for disruptive or unacceptable behavior as a part of the student's IEP, Section 504 Plan, and/or behavioral intervention plan.

Suspension, Expulsions and Provision of Services

Students with disabilities may be suspended for up to 10 school days in any given school year for violations of the student code of conduct. These 10 days need not be consecutive. During any such suspension, the student shall not receive educational services.

A disciplinary change of placement occurs when a student is removed for more than 10 consecutive school days or subjected to a series of removals that constitute a pattern of removal under governing law.

For students qualifying under IDEA upon the eleventh school day of suspension, or removal when such suspension or removal does not result in a disciplinary change of placement, educational services shall be provided to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's educational plan. School staff, in consultation with at least one of the student's teachers, shall determine the educational services to be provided to the student during this period of suspension or removal.

For students under a Section 504 plan, upon the eleventh day of suspension or removal, educational services shall be provided to enable the student to continue to participate in an alternative educational curriculum that would be available to nondisabled students. School staff, in consultation with at least one of the student's teachers, shall determine the educational services to be provided to the student during the period of suspension or removal.

When a student is expelled or subject to removal that results in a disciplinary change of placement, educational services shall be provided as determined by the student's IEP team to enable the student to participate in the general education curriculum, although in another setting, and to progress toward meeting his or her IEP goals.

Prior to expulsion or other disciplinary change in placement, the student's parents shall be notified of the decision to take such disciplinary action and of their procedural safeguards This notification shall occur not later than the date on which such decision is made.

Manifestation Determination

Within ten school days from the date of the decision to take disciplinary action that will result in a disciplinary change of placement, relevant members of the student's IEP team, including the student's parents, or the student's 504 team if IDEA is not applicable, shall review all relevant information in the student's file, including the IEP and/or 504 plan, any teacher observations, and any relevant information provided by the parents, to determine whether the student's behavior was a manifestation of the student's disability.

The team shall determine: (1) whether the student's conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; and (2) whether the student's conduct in questions was the direct result of the school's failure to implement the student's IEP and/or Section 504 plan. If the answer to either of these two questions is "yes," the student's behavior shall be deemed to be a manifestation of the student's disability.

Disciplinary Action for Behavior That is Not a Manifestation

If the team determines that the student's behavior was not a manifestation of the student's disability, disciplinary procedures shall be applied to the student in the same manner as applied to nondisabled students. As stated above, the student shall receive educational services during the period of expulsion or other disciplinary change of placement.

Within a reasonable amount of time after determining that the student's behavior is not a manifestation of the student's disability, the student may receive, as appropriate, a functional behavioral assessment ("FBA"). In addition, a behavioral intervention plan ("BIP") may be developed for the student, as appropriate. If a BIP has already been developed, the BIP may be reviewed and modified, as appropriate.

Disciplinary Action and/or Alternative Placement for Behavior That is a Manifestation

If the team determines that the student's behavior is a manifestation of the student's disability, expulsion proceedings or other disciplinary change of placement will be discontinued. However, the student may be placed in an alternative setting for up to 45 school days as discussed below or the student's placement may be changed for educational reasons as determined by the IEP or 504 team or as otherwise permitted by law.

Within a reasonable amount of time after determining that the student's behavior is a manifestation of the student's disability, the student's IEP or 504 team shall: (1) conduct an FBA of the student, unless an FBA has already been conducted; and (2) implement a BIP for the student. If a BIP has already been developed, the IEP or 504 team shall review it and modify it as necessary to address the student's behavior.

Placement in an Alternative Setting for 45 School Days in Colorado and up to an entire year in Louisiana and Texas

School staff may remove a student with disabilities to an interim alternative setting for not more than 45 school days without regard to the manifestation determination if:

1. The student carried a weapon to school or a school function;
2. The student possessed a weapon at school or a school function;
3. The student possessed or used illegal drugs at school or a school function;
4. The student sold or solicited the sale of a controlled substance at school or a school function;
5. The student inflicted serious bodily injury on another person while at school or a school function; or
6. A hearing officer or court of appropriate jurisdiction so orders.

Such removal to an alternative setting is permissible even if the student's behavior is determined to be a manifestation of the student's disability. The student's IEP or 504 team shall determine the educational services to be provided to the student in the alternative setting.

Students Not Identified as Disabled

Students who have not been identified as disabled shall be subjected to the same disciplinary measures applies to students with disabilities if the school had "knowledge" of the student's disability before the behavior that precipitated the disciplinary action occurred. The school is deemed to have knowledge of the student's disability if:

1. The student's parent has expressed concern in writing to school supervisory or administrative staff, or the student's teacher, that the student is in need of special education and related services;
2. The student's parent has requested an evaluation; or
3. The student's teacher or other school staff have expressed specific concerns about the student's pattern of behavior directly to the school principal or assistant principal.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed, the student shall remain in the school's determined educational placement, which can include suspension or expulsion.

The school shall not be deemed to have knowledge that the student is a child with a disability if the parent has not allowed an evaluation of the student, or the student has been evaluated an it

was determined that he or she is not a child with a disability, or the student determined eligible for special education and related services, but the parent refused serviced.

LEGAL REFS.:

20 U.S.C> 1401 et seq. (Individuals with Disabilities Education Improvement Act of 2004)
34 C.F.R300.530-300.537 (IDEIA regulations)
C.R.S. 22-20-101 et seq. (Exceptional Children's Educational Act)
C.R.S. 22-33-106 (1)(c)

JLF – Mandatory Reporting by School Staff

The Colorado Child Protection Act of 1987 states that certain persons, among them any school official or employee who has reasonable cause to know or suspect that a child has been abused or neglected, are required to make an immediate oral report (or cause a report to be made) to the County Department of Human Services in which the child resides, local law enforcement (in instanced of non-interfamilial abuse), or through the statewide reporting hotline system at 1-844-CO-4-KIDS or 1-844-264-5437. The oral report must be followed promptly by a written report (AAL form). It is not the responsibility of school personnel to make a determination if abuse or neglect has occurred. Human Services or local law enforcement will make that decision.

The legal responsibility of the individual school employee who suspects abuse or neglect is not satisfied by reporting that suspicion to other school personnel (unless the individual verifies that the report was actually made by other school staff). If the school employee is uncertain as to whether reasonable cause exists, the employee should nevertheless make a report to human services or law enforcement and allow those agencies to determine whether an investigation is warranted.

Even if suspected abuse involved a case which is very old, and even if the suspected perpetrator is also a minor, a report must be made.

DEFINITION OF CHILD ABUSE AND NEGLECT (C.R.S. 19-1-103)

For purposed of reporting child abuse or neglect is defined as an act or omission in one of the following categories that threatens the health or welfare of a child.

PHYSICAL ABUSE: Any case in which a child exhibits evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling or death, and either (a) such condition or death is not justifiably explained; (b) the history given concerning such condition or death is at variance with the degree or type of such condition or death; or (c) circumstances indicate that such condition or death may not be the product of accidental occurrence.

SEXUAL ABUSE: Any case in which a child is subjected to unlawful sexual behavior as that term is defined in Colorado law. (See C.R.S. 16-22-102).

EMOTIONAL ABUSE: An identifiable and substantial impairment of the child's intellectual or psychological functioning or development, or substantial risk of impairment of the child's intellectual or psychological functioning or development.

NEGLECT: Any case in which a child is a child in need of services because the child's parents, legal guardians or custodians fails to take the same actions to provide adequate food, clothing, shelter, medical care or supervision that a prudent parent would take.

NEGLECTED OR DEPENDENT CHILD (C.R.S. 19-3-102)

A child is neglected or dependent if:

a. A parent, guardian or legal custodian has abandoned the child or has subjected him to mistreatment or abuse or a parent, guardian or legal custodian has suffered or allowed another to mistreat or abuse the child without taking lawful means to stop such mistreatment or abuse and prevent it from recurring;
b. The child lacks proper parental care through the actions or omissions of the parent, guardian or legal custodian;
c. The child's environment is injurious to his/her welfare;
d. A parent, guardian or legal custodian fails or refused to provide the child with proper or necessary subsistence, education, medical care or any other care necessary for his/her health, guidance or well-being;
e. The child is homeless, without proper care or not domiciled with his/her parent, guardian, or legal custodian through no fault of such parent, guardian, or legal custodian; and
f. The child has run away from home or is otherwise beyond the control of his/her parent, guardian or legal custodian.

IMMUNITY FROM LIABILITY (C.R.S. 19-3-309)

School employees acting in good faith in the making of a report are immune from any liability, civil or criminal, or termination of employment, unless the employee's action is of willful, wanton, and malicious intent.

PENALTY FOR FAILURE TO REPORT (C.R.S. 19-3-304.4)

Any school employee who fails to report or cause a report to be make of suspected cases of child abuse or neglect, commits a Class 3 misdemeanor and may be subject to up to six months in prison and/or a $750 fine. There may also be civil liabilities for damages caused by failure to report. The obligation to report, or cause a report to be make, is that of the person who has reason to know or suspect that child abuse or neglect has occurred.

RELEASING CONFIDENTIAL INFORMATION

In order to effectively report suspected abuse or neglect, district employees will disclose information about the suspected incident, the name and address of the child, family, informant and other identifying information requested by the investigating agency. In accordance with state law, the school principal/designee is required to grant interviews at school with the child who is the subject of a report (that is, the alleged victim) to any representative of either Human Services or law enforcement who displays proper identification.

TEMPORARY CUSTODY OF THE CHILD A law enforcement officer may take a child into temporary custody without a court order. A caseworker may take a child into temporary custody only with a verbal or written court order. Before releasing a child to a caseworker, the principal/designee shall verify the court order by telephoning the clerk of the juvenile court or the judge issuing the order.

DISCIPLINARY ACTION

Employees who fail to fulfill their duties under this regulation may be subject to disciplinary action, including termination of employment.

TFS Board Policy
KB – Parent Communications
Revised 10 March 2017

KB – Parent Communications

The Board of Education believes that the education of each student is a responsibility shared by the school as well as parents. The Board recognizes the need for a constructive partnership between the school and parents that provides for two-way communication and fosters educational support for students and parents. In this policy, the word “parent” also includes guardians and other members of a student’s family involved in the student’s education.

In keeping with these beliefs, it is the intention of the school to cultivate and support active parental involvement.

To that end the Network schools shall:

1. consult with and encourage parents to share in school planning and in the setting of objectives through the School Accountability Committees (SAC).

2. help parents understand the educational process and their role in supporting student achievement.

3. provide opportunities for parents to be informed about their student’s progress toward attaining proficiency on state content standards.

4. provide appropriate avenues for parents to find support in their role.

5. encourage formal organizations for parents at the school building.

6. provide information related to school and parent programs, meetings and other activities to the parents of all children in a format and, to the extent practicable, in a language the parent can understand.

7. provide such other reasonable support for parental involvement activities as parents may request.

The Board also recognizes the special importance of parental involvement to the success of its Title I and Limited English Proficient (LEP) programs and directs the Superintendent or designee to ensure that the Network schools jointly develop with parents written parent involvement policies that meet the requirements of federal law.

LEGAL REFS:

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

Revised October 7, 2021

Section K: School/Community

Relations Network Policy KBA

NETWORK TITLE I PARENT AND FAMILY ENGAGEMENT

The Board of Directors, pursuant to its authority under Colorado law, hereby adopts this policy. Pursuant to federal law, the Network and the parents and families of students participating in Title I district programs have jointly developed the following parent and family engagement policy. The policy shall be implemented by the Superintendent or designee according to the timeline set forth in the policy and incorporated into the Network's Title I plan.

Involvement with Title I planning
The Network shall ensure that Title I schools will conduct an annual meeting for parents and families of students in Title I schools, as well as school staff, principals of schools receiving Title I funds, and other interested persons to discuss the Title I program plan, review implementation of the Title I plan, discuss how Title I funds allotted for parent and family Engagement activities shall be used, and invite suggestions for improvement.

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

This coordination, assistance, and support shall include:

- The Network will provide technical support to leadership teams in Title I schools as they develop and evaluate the family and community plan as a part of their annual school improvement process.
- The Network will review and monitor the implementation of each Title I school's family and community engagement plan during regularly scheduled site visits. (These visits will take place at least once per year).
- The Network will create partnerships with various community agencies so schools can help their parents know and access available services and resources.
- The Network will communicate to schools the importance of creating and maintaining a welcoming atmosphere for parents and families.
- The Network will support Title I schools in their efforts to eliminate language barriers as they communicate with families.

- Understanding the value and utility of contributions of parents and families.
- Strategies for communication and collaboration with parents and families as equal partners.
- Implementing and coordinating parent programs.
- Building ties between parents and the school.

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

- Are economically disadvantaged
- Have disabilities
- Have limited English proficiency
- Have limited literacy
- Are of any racial or ethnic minority background
- Are parents of immigrant and migratory children

Each Title I school, through the process of developing and evaluating their family and community plan annually, will identify any challenges to meaningful participation of parents and families.

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

This will be accomplished by:

- Providing support to schools for conducting training for parents and families to learn about standards, assessments, and improving student achievement.
- Explaining and communicating to parents and families in language that is friendly and understandable.
- Using technology to enhance parent and family access to information.
- Providing brochures and information on ways parents and families can support their child's literacy and mathematical achievement.

School-based parent and family engagement activities

Each Title I school shall encourage parents and families to become involved in activities of the school by:

- Ensuring that communication between home and school is regular, two-way, and understandable.
- Scheduling parent and family functions at different times of the day and different days of the week.
- Welcoming parents and families in the school while seeking and supporting their assistance.
- Encouraging and supporting parents and families in their important role of assisting student learning.
- Providing parents and families with information about services, activities and opportunities offered at the school for them and their children.

Method of communicating with parents and families
All information related to school and parent programs, meetings, and other activities shall be sent to parents and families in a format and, to the extent practicable, in a language the parents can understand.

Annual evaluation
All Title I schools shall conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance.

The evaluation shall specifically address challenges to greater participation by parents and families in activities authorized by law, particularly by parents who:

- Are economically disadvantaged
- Have disabilities
- Have limited English proficiency
- Have limited literacy
- Are of any racial or ethnic minority background
- Are parents of immigrant and migratory children

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

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

Development of school-level Title I parent and family engagement policy

Each school receiving Title I funds shall jointly develop with, agree on, and distribute to parents and family members of students participating in the Title I program (hereafter referred to as "parents") a written school-level Title I parent and family engagement policy in accordance with the requirements of federal law.

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

Legal

20 U.S.C. 6301 et seq. (Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act)

Title I, Part A, Section 1112 (a) (parent role in the development of district Title I plan)

Title I, Part A, Section 1112 (e) (information for parents concerning teacher qualifications, assessments and language instruction)

Title I, Part A, Section 1114 (b)(1)(F) (School wide Reform Program must include strategies to increase parent involvement)

Title I, Part A, Section 1114 (b)(2) (eligible school that desires to operate a school wide program must develop a comprehensive plan, with involvement of parents and other community members)

Title I, Part A, Section 1115 (b)(2)(e) (Targeted Assistance Program must include parent involvement strategies)

Title I, Part A, Section 1116 (a) (Parent and family engagement policy)

Title I, Part C, Section 1304 (c)(3) (parent involvement in projects and programs for the education of migratory children)

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

KD-G -- Parent Notification of Employee Conduct

Third Future Schools' (TFS) Board of Directors ("the Board") is committed to maintaining a professional workforce whose conduct conveys respect for themselves, their peers, our students, and the greater community we serve. While federal and state laws, regulations and other district policies impose expectations of staff and prohibitions on their actions, the purpose of this policy is to ensure timely notification to parents of students when TFS learns that an employee has been convicted of certain felony crimes.

The Colorado legislature has provided a list of disqualifying offenses that it determined pose a risk to the educational setting. TFS recognizes that employees accused of committing these offenses are presumed innocent until proven guilty, but TFS understands and respects that these charges can be very concerning to our students and families. Consequently, when TFS receives notice that a current or former employee has been charged or convicted of any of the statutory enumerated offenses, TFS will provide parents and guardians information regarding the charge or conviction. TFS may partner with relevant law enforcement agencies to determine what information should be included in the notice regarding the charge or conviction. Additionally, when TFS receives notice that an employee has been charged with one of these offenses and the underlying allegation implicates or poses an ongoing risk to students, TFS will place the employee on administrative leave. In accordance with state law, all employees convicted of one of these enumerated offenses will immediately be disqualified from continued employment.
Definitions For the purposes of this policy, the following definitions shall apply:
(a)"Employee" means an employee of the school whose employment requires or required the
employee to be in contact with students or whose work area gives or gave the employee access to students. "Employee" includes a former employee if the individual was employed by the school at any time within 12 months before an offense is charged. If a school has contracted with a private entity to operate an online school, the employee of the private entity is deemed to be an employee of the school.

(b) "Parent" means the biological or adoptive parent or the legal guardian or legal custodian of a student enrolled in a school at the time notification is made.

TFS's Responsibility to Monitor Criminal Proceedings: TFS routinely receives reports from the Colorado Bureau of Investigation ("CBI") relating to employees who have previously been subjected to a background check.

If TFS receives a report from the CBI that includes information that an employee has been arrested for any of the crimes listed below, the Executive Director of Schools and Human

Resources shall monitor the criminal proceedings to determine whether the employee is charged with an offense listed below, whether a preliminary hearing has been held if the charge is eligible for a preliminary hearing and the disposition of the charge.

In addition, any time TFS finds good cause to believe that an employee has been convicted of a felony or misdemeanor, other than a misdemeanor traffic offense or traffic infraction subsequent to such employment, TFS shall require the person to submit a complete set of his or her fingerprints for a fingerprint-based criminal history record check.

Crimes that require further monitoring and potential notification to parents are:

1. Felony child abuse; 2. A crime of violence, not including assault in the second degree unless the victim is a child; 3. A felony offense involving unlawful sexual behavior; 4. A felony, where it is alleged that the underlying factual basis of which includes an act of domestic violence; 5. Felony indecent exposure; or 6. A felony drug offense that is a Level 1 or Level 2 drug felony.

Notification Procedure

Within two business days after the preliminary hearing is held, waived or deemed waived by the employee, or within two school days after the date on which the employee is charged if the charged offense is not eligible for a preliminary hearing, TFS shall provide notice to parents.

Notice should be sent to parents of all students who: a) Were enrolled in the school in which the employee is employed or was employed at the time of the alleged offense; or b) TFS has reason to believe that the employee may have had contact with the student as part of the employee's employment with the school.

The notification shall contain:

1. The name of the employee; 2. The employee's position; 3. Whether the employee continues to be employed by TFS; 4. The length of employment with TFS; 5. The alleged offense as set forth in the charging document, including the violation of statute or code; and 6. A statement that, under state and federal law, a person is presumed innocent until proven guilty.

A second notification is required within two school days after the TFS confirms the disposition, or outcome of the charge. The disposition notification shall provide notice to parents of the disposition of the charge and shall be in the same manner as the original notification.

Additional Parameters:

Notifications shall be in the same manner by which TFS notifies parents of important school business, which may include email, other electronic communication, or by first-class mail.

TFS may provide additional information to parents regarding the underling facts or circumstances relating to the charge but shall not disclose the identity of the alleged victim.

Parental notification may be delayed if requested by law enforcement.

Notification must be sent regardless of whether or not the circumstances of the charge occurred when the employee was off duty.

Notification When School is Out of Session: The duty to notify parents of qualifying charges and convictions against employees continues while school is out of session. Accordingly, the TFS Executive Director of Schools shall continue to monitor CBI reports and criminal proceedings during scheduled breaks to ensure notification requirements are met.

Reporting to CDE and CSI:

If an employee of TFS is dismissed or resigns because of an allegation of any one of these enumerated crimes, and such allegation is supported by a preponderance of the evidence, the Board shall notify the Colorado Department of Education ("CDE") and the Colorado Charter School Institute ("CSI"). The Board shall provide any information requested by CDE or CSI concerning the circumstances of the dismissal or resignation. TFS shall notify the employee that information concerning the employee's dismissal or resignation is being forwarded to CDE and CSI unless the notice would conflict with the confidentiality requirements of the "Child Protection Act of 1987", part 3 of article 3 of title 19, C.R.S.

If TFS learns from a source that a current or past employee of TFS has been convicted of, pled guilty to, pled no contest, or has received a deferred sentence or deferred prosecution for any of the above enumerated crimes, TFS shall notify CDE and CSI.

Safe School Plan: This policy is incorporated into TFS's Safe School Plan.

Additional Legal Refs: C.R.S. 22-1-130 (Notice to parents of alleged criminal conduct by school employees – legislative declaration – definitions) C.R.S. 22-30.5-110.5 (information provided to department) C.R.S. 22-30.5-511.5 (Background investigations – prohibition against employing persons – institute charter school employees' information provided to department) C.R.S. 22-32-109.8(6.5) (Prohibition against employing persons)

Policy Ref: ADD-G Safe Schools

TFS Board Policy KE – Public Concerns and Complaints- Revised 20 October 2024

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

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. Principal
3. Superintendent or designee
4. Board of Education

Any complaint about school personnel shall always be referred back through proper administrative channels before it is presented to the Board for consideration and action. When a complaint is made directly to an individual Board member, the procedure outlined below shall be followed, and the grievance process will be started by filing the grievance to this link **tinyurl.com/TFS-grievance**:

The Board member shall refer the person making the complaint to the principal or the Superintendent. [If the person has already made a complaint to the principal or Superintendent and is not satisfied, then the Board member shall ask that the complaint be written and signed. The Board may then choose to hear the complaint or appoint a hearing officer to hear the complaint. The hearing officer will determine how to resolve or conclude the complaint.] The principal/Superintendent or designee shall contact the grievant within 3 business days to hear the outstanding issues and address concerns.

If the person will not personally present the complaint to the principal or Superintendent, the Board member shall then ask that the complaint be written and signed. The Board member may then refer the complaint to the principal or Superintendent for resolution. The principal/Superintendent or designee shall contact the grievant within 3 business days, or submit in writing a response to the grievance.

If at any time the person making a complaint feels that a satisfactory reply has not been received from a principal, that person should be advised to consult with the Superintendent or designee and, if still not satisfied, to request that the complaint be heard by the Board of Directors or by a hearing officer appointed by the Board. This request must be in writing and provide specific detail of the grievance and why the resolution provided by the principal/Superintendent or designee is not appropriate in their viewpoint. Within 10 days of receipt the Board of Directors will respond in writing their decision. If declining

review, the Board's written response to the grievant will explain the reasons for the determination. Issues of employee or student privacy may be addressed in Executive Session, as is legally proper.

If the grievant is not satisfied with the School Board's determination not to review the written grievance or the written resolution reached by the School Board after reviewing the grievance, the grievant may submit its concerns in written format to the Executive Director of the Charter School Institute within five business days from receiving the written decision of the School.

After review, the Institute's Executive Director will publish his/her conclusions in writing within 15 calendar days from receipt of the written concern. The decision of the School's Board will not be overturned unless there are compelling grounds that the School violated an applicable law, regulation, policy, or contract provision. The Institute can be contacted at legalandpolicy_CSI@csi.state.co.us

KDB – Public's Right to Know - Freedom of Information

COLORADO OPEN RECORDS ACT (CORA)

CSI schools should adopt a policy that aligns with the requirements outlined in C.R.S. 24-72-201, et seq. (the "Colorado Open Records Act"). The policy should outline procedures for receiving and responding to CORA requests. This sample policy is intended to be used by CSI Schools in drafting their own CORA policies. While the sample language provides a helpful starting point, each school's policy may be tailored to its own practices and preferences within the confines of the requirements outlines in statute. This document may not be inclusive of everything a school could have in its policy, and schools are encouraged to have all policies reviewed by legal counsel and by CSI prior to adoption.

This regulation applies to all requests submitted pursuant to C.R.S. § 24-72-201 et seq., to inspect public records in the custody or control of SCHOOL. SCHOOL is committed to the guiding principles of openness, transparency, accountability and responsiveness.

This policy is intended to balance the demands of the Colorado Open Records Act (CORA) and SCHOOL's obligations as a public school within the State of Colorado.

Protocols for Requests

Before making a request for records pursuant to this policy, requesters should refer to the school's website, [SCHOOL WEBSITE] to determine if the information sought is posted and publicly available. If there are any questions regarding what type of information is posted on the SCHOOL's website please contact the Custodian of Records (contact information below).

Requests for Records:

SCHOOL is required to produce records in response to qualifying requests made pursuant to CORA. SCHOOL strives to be as transparent as possible; however, not all documents maintained by the school are available for public inspection. Some documents must be kept confidential to respect the privacy of students and families or otherwise comply with relevant federal and state laws. All documents restricted from disclosure under C.R.S. § 24-72-204 shall not be released.

For the fastest and best response, requesters should avoid vaguely worded inquiries. Each request must be as specific, clear, and narrow as possible. Requests should include:

- Requestor's name and mailing address;
- Requestor's phone number or email address so that SCHOOL can contact requestor if clarification is needed;
- A detailed list or description of the specific records sought, including search terms and date range.

A statement explaining the requester's reason for making the request is helpful for SCHOOL to fulfill the request but is not required.

If a request fails to meet these guidelines, the school may be unable to fulfill the request. If more information is needed to process the request, or if the records requested do not exist at the SCHOOL, the SCHOOL will make reasonable efforts to contact the requester at the contact information provided within the timeframe for responding to the request.

Requests to inspect public records must be in writing and mailed or emailed to the Custodian of Records (contact information below). If a request is sent via email to anyone other than the Custodian, or if the Custodian does not accept such an email request, it will not be considered received by SCHOOL.

CORA is not a record retention statute, and the school is not obligated to create records that do not exist or maintain records outside of relevant legal guidelines or school's policy on records retention.

General Questions and Requests for Information

General questions and requests for information that are not submitted in writing pursuant to this policy are not requests for "public records" as defined by the law. Therefore, the school is not required to respond to them according to CORA's specifications. Although it is not required, the school may respond to all such questions and requests for information.

Responses to Requests

Time for response to records requests shall be as follows:

- The normal time for production shall be three (3) working days, beginning on the first business day after the request is received.
- Such period may be extended upon determination by SCHOOL that extenuating circumstances exist. Such period of extension shall not normally exceed seven (7) working days. The requestor shall be notified of the extension within the three-day period.

Requests to inspect records will not take priority over the regular work activities of SCHOOL'S employees. Charges for copies of requested records shall be as follows:

- The normal cost for requested documents shall be $.25 per page or, for documents in non-standard formats, the actual duplication costs. SCHOOL will not charge for the first 25 pages of printing and will not charge a per-page fee for records that are provided in a digital or electronic format.
- SCHOOL may charge a research and retrieval fee based on the actual cost of responding to the request. The hourly rate for employee time is $30 per hour, and there shall be no charge for the first hour of employee time. If the custodian charges research and retrieval fees under this paragraph, copying shall be charged at a rate of $.25 per page.
- Payment must be received prior to the requestor receiving copies. The SCHOOL must accept credit card or other electronic payments if the SCHOOL accepts such payment types for other charges.

If charges are expected to exceed $25, the SCHOOL will provide the requestor with an estimate of the cost of responding prior to responding and may require a deposit. If the requestor wishes to proceed once receiving an estimate, they must respond in writing. By responding in writing, the requestor agrees to pay all fees associated with responding to the request. The time between the date of the custodian's estimate and the receipt by the custodian of a written response to proceed will not be counted against the time period set forth above for responding to the CORA request.

If a requestor wishes to inspect available records in advance of receiving copies, such inspection shall be by appointment only during normal SCHOOL working hours. Such inspection must be supervised by a school representative and the requestor may be charged for any employee time exceeding one hour associated with such inspection.

Manipulation of Records

The school may manipulate existing records to redact or exclude information not subject to disclosure. If the school is required to manipulate data to generate the record, the school may charge an hourly fee that applies in the same manner as the research or retrieval of records. SCHOOL has the right to redact electronic mail addresses, telephone numbers or home addresses on the ground that disclosure to the applicant would be contrary to the public interest.

A record stored in a digital format will be shared via email, or by another mutually-agreed upon method if the size of the record prevents transmission via email. The document will be provided in a searchable or sortable format except when it is not technologically or practically feasible to do so or when it is not feasible to permanently remove any information that is excluded from the request without the use of additional software or programming.

For questions related to CORA requests please contact:

Custodian of Records

INSERT EMAIL

INSERT PHONE

Requests to inspect public records must be in writing to the Custodian of Records. Requests may be mailed or emailed to:

SCHOOL

ATTN: Custodian of Records

INSERT ADDRESS

INSERT EMAIL

Adopted: XXX, 20XX

LEGAL REFS.: CRS 24-71-201 et seq.

KF -- Community Use of School Facilities

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

Eligible Organizations

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

Other organizations may use school property upon payment of suitable fees and costs, according to the fee schedule recommended by the Superintendent and approved by the Board of Education. The Board may waive rental or fees for charitable or other nonprofit organizations or groups.

Whenever a community group is permitted to use a school or other facility, at least one school employee must be on hand, paid for by the organization, when in the opinion of principal, it is necessary to supervise the individuals and protect school property. The number of paid employees shall depend on the type of service, number to be served and number of volunteer helpers.

Whenever a cafeteria/common area is used, it shall be under the supervision of a school employee. The group using the facility shall reimburse the school for the salary of the employee.

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

Rental Charges and Approval of Use

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

The Superintendent or designee, on the basis of this policy and its accompanying regulations, shall approve all rentals of school facilities. The Board must approve any special requests or exception to policy and/or regulations.

Any individual, group or organization using school property as provided under this policy shall hold the Board of Education, individual Board members and all district officers, agents and employees free and harmless from any loss, damage, liability, cost or expense that may arise during or be in any way caused by such use or occupancy. When using school facilities, organizations may be required to furnish satisfactory liability insurance protection.

Legal
C.R.S. 22-32-110 (1)(f)

KF-R – Community Use of School Facilities

Responsibility

The Superintendent or designee will be responsible for the administration of the accompanying policy on community use of school facilities.

The role of the principal will be that of assisting potential users in finding suitable space and providing technical assistance to appropriate building staff upon request as it relates to the rental of their specific building. All rentals of school facilities shall be approved by the principal or designee.

Scheduling

After district activities, have been scheduled, space will be available with attention to broad and equitable use of facilities. All use is subject to the general guidelines and availability of school staff.

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

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

Application for Use

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

The requestor must submit a completed application form for "Building Rental Contract" to the principal for approval, denial, or modification.

Approval will depend upon satisfactory assurance that the use of the school facility will be under the direct supervision of an adult who in the judgment of the principal is responsible and competent to supervise the proposed program or activity. The supervision provided by each renting group must be adequate to ensure that the members of the group remain in the assigned

portion of the facility. If required by school officials, guards or uniformed police also must be provided at the expense of the user.

If approved, the activity will be added to the building master calendar and copies of the application will be completed and distributed to the Superintendent, Board of Education, head custodian, principal and applicant (one copy each).

Cancellation and Revocation

The user must notify the principal if the intended use is cancelled or adjusted. Repeated, short notification of cancellations may result in further building use being denied.

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

General Regulations

1. Whenever a community group is permitted to use a school or other facility, at least one school employee must be on hand, paid for by the organization, when in the opinion of the principal it is necessary to supervise the individuals and protect school property. The number of paid employees shall depend on the type of service, number to be served and numbers of volunteer helpers.

2. No permit will be transferred to any person or group other than the one to whom issued.

3. Safety
   All applicable fire and safety laws/regulations governing use of school facilities must be observed at all times, including:

    a. School exit lights must be used.
    b. Open flame (including candles) is prohibited.
    c. Room capacity is not exceeded.
    d. Temporary electrical or mechanical modifications are prohibited.
    e. Flammable holiday or other decorations are prohibited.
    f. Stairways, corridors and entrances/exits must be kept free of obstruction at all times.
    g. No equipment, scenery or decorations of any type may be used within the building or on the premises except as specifically provided in the permit. Such equipment, scenery or decorations must be slow burning, must conform to all local and state regulations and must not be attached to the walls, floors or ceilings (except to anchors presently provided).

4. Prohibited Activities

Use or possession of alcoholic beverages and controlled substances. Failure to comply will be dealt with by local law enforcement agencies.

a. Smoking, chewing or any other use of tobacco products within the building or on school grounds in accordance with state law and the Charter Schools Institute on tobacco-free schools. If an individual group does not comply with this policy or these regulations, the group will be denied use of district facilities for a period of no less than 18 months.
b. All disruptive or illegal activity, including obscene language, quarreling or fighting.
c. Gambling.

5. Damage
   The approved party will be responsible for all damages and losses to the building and/or the contents and must indemnify and hold harmless the Board and its employees from any claim resulting from or arising out of the use of the school facilities named in the application or any part of the facilities covered in the application.

6. The Board will not be held responsible for any damage or loss which may occur to non-school property brought on the premises. Such property must be removed from the facility immediately after the use or before such time that the materials will interfere with school activities.

7. Insurance
   School property insurance and comprehensive general liability insurance do not extend to community or other groups using school facilities. The school may require non-school groups to provide certificates of insurance in the following amounts:

   a. All entities must provide a certificate of insurance in the amount of $650,000.

8. Locations
   All applications will be approved for specific rooms. It will be the responsibility of the approved party to restrict the activities of the group to that specific area except for necessary hallways and restrooms. The approved party is responsible for not allowing unauthorized individuals into the approved area or activity. The presence of unauthorized individuals must be reported to the staff manager on duty.

9. Times
   Facility use times will be specified in the application. All groups are expected to vacate the premises by the hour specified. An additional hour rental may be charged for early arrival or late exit. All use permits will terminate by 9 p.m. Exceptions to this may be approved by the principal. No non-school groups will be permitted use of facilities on regularly scheduled school days prior to the ending time for students.

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

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

Guidelines for Religious Use

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

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

Nondiscrimination

All users are subject to laws and regulations applicable to school districts which prohibit discrimination based upon age, sex, national origin, race, color, religion, marital status or handicap.

Rental Categories

Category 1
No rental fee will be charged to the following:

1. School-affiliated groups such as parent-teacher organizations, school-related parent and community groups, or employee groups of an educational, recreational, social or professional nature as approved by the district.
2. Governmental entities using facilities as a polling place.
3. Precinct caucuses.
4. School-affiliated partners that provide services to the school, as approved by the school.

Category 2
A nominal non-refundable fee will be charged the following groups for each application. No additional rental charges will be made if their activities take place when normal supervisory or custodial personnel are present.

1. Community-sponsored groups that do not charge a fee and whose main purpose is to hold an informative meeting that is open to the public (such as League of Women Voters, local neighborhood organizations and recognized community service groups).

2. Community-sponsored youth and senior citizen activities when:

    a. Instructors or supervisors receive no payment for their involvement in that activity
    b. Fees for the activity, if any, provide only for direct non-personnel costs

Category 3
Commercial, private, church and other non-profit groups that do not meet the criteria in Category 2 and for-profit groups and individuals may rent school facilities when their use is compatible with Network schools policy.

Fees
Any of the listed fees may be waived, in advance, by the Superintendent on a case by case basis.

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

2. Utilities
   Any organization or individual, regardless of classification, will be required to pay the cost of utilities if use of the facility would result in direct costs to the school.

3. Payment
   All users will be expected to pay rental fees in advance. Organizations that have made prior arrangements with the principal may pay on a monthly basis. Organizations wishing to pay on a monthly basis should submit a request in writing. Failure to pay as per agreement may result in denial of access to the facility and future requests being denied. Checks should be made out to the Network school.

4. Financial Accountability
   It will be the responsibility of the principal to ensure that revenue received for deposit to the appropriate accounts. Fees collected for salaries will be used to reimburse those accounts. Fees collected for facility rental/use will be deposited in the school's activity account.

5. Fee Revision
   All fees are listed in the accompanying exhibit and are designed to reflect these regulations. These fees are subject to review and revision and may be adjusted annually by the Board.

5. Damage Deposits
   Damage Deposits may be required at the discretion of the principal or designee contingent upon the type of activity associated with the rental facility.

Guidelines for Denial of Use

The school reserves the right to deny building use for any reason.
In addition, use will be denied if in the judgment of the Superintendent or his designee the proposed activities would:

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

Guidelines for Appeal

The applicant may file a written appeal to the Superintendent if a use application has been denied by the principal. Further appeal, if necessary, may be made to the Board of Education.

LEGAL REFS.: C.R.S. 22-32-109 (1)(bb)
C.R.S. 24-10-101 *et seq.*, *Colorado Governmental Immunity Act*
C.R.S. 25-14-103.5
CROSS REF.: ADC, Tobacco-Free Schools

RENTAL RATES
(Rental Rates listed are hourly rates)
Note: The utility fee is set annually by Board of Education on a per hour per zone rate.
If admission is charged, the school use fee will be the hourly rate plus 10% of gross ticket revenue. A damage deposit may be required, and will be collected at the time the rental contract is executed. The damage deposit will be retained for any damages incurred. Should any damage occur beyond the damage deposit, renters will be billed for 100% of the cost to repair any damage incurred that was a direct result of their usage. Renters may also be required to hire security for the event.

Catergory	**1**	**2**	**3**
Classroom			
Elementary School	No Charge	$20.00	$40.00
Middle School	No Charge	$20.00	$40.00
All Purpose Room			
Elementary School	No Charge	$30.00	$70.00
Middle School	No Charge	$30.00	$70.00
*Included auxiliary gym			
Cafeteria/Commons			
Elementary School	No Charge	$30.00	$50.00
Middle School	No Charge	$30.00	$75.00

BILLING
Payments are required ten working days in advance of use. Please pay by check, money order, or cashier's check made payable to Network schools. No cash please. No space can be reserved until a contract is signed. No building will be opened until the fee is paid.

BUILDING RENTAL CONTRACT
Network
schools 431
Sable Blvd.
Aurora, Colorado 80011

Renting Organization_____ Building_____
Person Responsible_____ Telephone_____
Address_____
_____

Date of Use	Time
_____	_____ TO _____
_____	_____ TO _____
_____	_____ TO _____

Facilities Requested	Charge	Total
_____	_____	_____
_____	_____	_____
_____	_____	_____

Personnel Required

_____	_____	_____
_____	_____	_____
_____	_____	_____

Other (Including damage to facilities or equipment)

_____	_____	_____
_____	_____	_____

TOTAL DUE $_____

I have read and agree to follow the conditions of the Building Rental Policy and General Instructions and further guarantee payment of all fees upon presentation of completed application. Application for Network schools facility usage will constitute willingness to comply with all rules and regulations regarding the use of school facilities as prescribed by the Board of Education. The applicant must exercise the utmost care in the use of school premises and agrees to protect, indemnify, and hold harmless Network schools and its officers and employees from any and all claims, liabilities, damages or rights of action directly or indirectly growing out of the use of the premises. In the event of damage to district property or facilities, applicant will accept the estimate of the amount of damage and will pay all repair and/or replacement costs within 30 days of receipt of bill. Applicants will provide certificate of insurance if requested.

_____ _____
(Signature of Renter) (Building Administrator) Date _____

<u>PRIORITY OF USE</u>
First consideration in the use of all school facilities must be the school or school sponsored meetings and programs. All other eligible renters will be considered on a "First request, First Served Basis." Accordingly, when one or a series of users is requested, date adjustment and alternate facilities may be necessary.

BUILDING PROCEDURE FOR FACILITY RENTAL

1. It will be the obligation of the Building Principal to approve or disapprove all requests for facility use.
2. The Building Principal must adhere to the rental rates detailed in School Policy when assigning rental fees to groups who have requested the use of a specific facility.
3. Building Principals must complete the Facility Use Agreement for every group who requests the use of their respective facility.
4. Building Principals will be responsible for maintaining Facility Use Agreements and all corresponding documentation for each rental agreement.
5. Copies of all Facility Use Agreements and any corresponding documentation must be sent to the Superintendent after Principal approval. This documentation will be filed for purposes of insurance and rental fee documentation.
6. Rental fees will be paid directly to the school. The Principal shall deposit these rental fees in the school's activity or executory account.
7. Building Principal must ensure that facility rental does not interfere with school sanctioned activities.

This is not a contract. Contracts are required for all rentals. A contract will be sent once this paper work has been completed.
CONTRACTS MUST BE SIGNED BY BOTH PARTIES TO RESERVE SPACE. **Payments are required at least ten working days in advance of facility use**. **Please pay by check, money order, or cashier's check. No cash please.** NO FACILITIES WILL BE OPEN UNTIL CONTRACT IS SIGNED BY BOTH PARTIES AND FEES ARE PAID.

ADVERTISING
All advertising for activities, which take place in or on the Licensed Property shall include the following statement:

"These activities will take place on property that [name the Grantee] has licensed from the Network schools pursuant to Board of Education Policy KF. Our group has paid a full rental fee for the facility and, therefore, our rental of the facility is not supported by tax dollars. Our use of the school facility represents neither agreement nor disagreement with our group's goals, purposes, or statements by the Board, Administration, or the school."

The Network schools do not provide advertising support for lessee.

KI -- Visitors to Schools

The Board recognizes the importance of engaging the community in our school and the importance of school/community partnerships yet also recognizes concerns for the welfare of students. Therefore, the school limits visitors to:

1. Parents/guardians of current students;
2. Other family members of current students who are approved by the student's parent/guardian; and
3. Board members; and
4. Other persons invited by the principal, the Superintendent or her/his designee or a board member for educational or official business purposes.

In order to ensure that no unauthorized persons enter the building with wrongful intent, all visitors to the schools shall report to the school office when entering, receiving authorization before visiting elsewhere in the building. Authorized visitors may: 1) be required to sign in and out; 2) be given name-tags to wear identifying themselves as visitors; 3) may be required to leave an identification card at the main office while visiting; and 4) be accompanied by a school employee for some or all of the visit. School administrators may approve additional building procedures pertaining to school visitors to preserve proper and safe learning environment.

Visiting a school is a privilege, not a right, which may be limited, denied or revoked by a school administrator or designee based on considerations of student and /or staff safety, efficient school operations, maintenance of a proper educational environment, or failure to comply with this policy.
Loitering, as defined by C.R.S. 18-9-112, shall be prohibited.
LEGAL REFS:
C.R.S. 18-9-109 *(interference with school staff or students)*
C.R.S. 18-9-110 *(trespass, interference at or in public buildings)*
C.R.S. 18-9-112 *(definition of loitering)*
C.R.S. 18-9-117 *(unlawful conduct on public property)*
C.R.S. 18-12-105.5 *(unlawful possession of weapons on school property)*
C.R.S. 22-32-109.1 (7) *(Board must adopt open school policy*