

SECTION A – FOUNDATIONS AND BASIC COMMUNICATIONS

Section A contains policies, regulations and exhibits on the district’s legal role in providing public education and the basic principles underlying school board governance. These policies proved a setting for all of the school board’s other policies and regulations. Included in this section are policies on nondiscrimination, education philosophy and accountability.

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AC Nondiscrimination/Equal Opportunity (pg 1 of 4)

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

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

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

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

Annual notice

The district shall issue a written notice prior to the beginning of each school year that advises students, parents, employees and the general public that the educational programs, activities and employment opportunities offered by the district are offered without regard to race, color, sex

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(which includes marital status), sexual orientation, religion, national origin, ancestry, creed, disability or need for special education services. With respect to employment practices, the district shall also issue written notice that it does not discriminate on the basis of age or genetic information.

The announcement shall also include the name/title, address, email address and telephone number of the person designated to coordinate Title IX and Section 504 and ADA compliance activities.

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

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

Harassment is prohibited

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

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

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

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

1. verbal acts and name-calling;

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

Reporting unlawful discrimination and harassment

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

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

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

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

District action

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

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

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

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

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

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

Notice and training

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

Students and district employees shall receive periodic training related to recognizing and preventing unlawful discrimination and harassment.

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

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

(Adopted June 2012)

LEGAL REFS.: 20 U.S.C. §1681 (Title VII, Education Amendments of 1972)

20 U.S.C. §1701-1758 (Equal Employment Opportunity Act of 1972)

29 U.S.C. §621 et seq. (Age Discrimination in Employment Act of 1967)

29 U.S.C. §701 et seq. (Section 504 of the Rehabilitation Act of 1973)

42 U.S.C. §12101 et seq. (Title II of the Americans with Disabilities Act)

42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964, as amended in 1972)

42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964)

42 U.S.C. §2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)

34 C.F.R. Part 100

C.R.S. 2-4-401 (13.5) (definition of sexual orientation)

C.R.S. 18-9-121 (bias-motivated crimes)

C.R.S. 22-32-109 (1)(II) (Board duty to adopt written policies prohibiting discrimination)

C.R.S. 24-34-301 (7) (definition of sexual orientation)

C.R.S. 24-34-301 et seq. (Colorado Civil Rights Division)

C.R.S. 24-34-401 et seq. (discriminatory or unfair employment practices)

C.R.S. 24-34-601 (unlawful discrimination in places of public accommodation)

C.R.S. 24-34-602 (penalty and civil liability for unlawful discrimination)

CROSS REFS.: GBA, Open Hiring/Equal Employment Opportunity

GBAA, Sexual Harassment

JB, Equal Educational Opportunities

JBB*, Sexual Harassment

NOTE: State law defines "sexual orientation" as "a person's orientation toward heterosexuality, homosexuality, bisexuality, or transgender status or another person's perception thereof." C.R.S. 2-4-401(13.5), 24-34-301(7).

[Revised March 2012]

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AC-E-1 Nondiscrimination/Equal Opportunity

(Sample Notice)

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

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

Superintendent, Denille LePlatt

Name of title of employee designated as compliance officer

20200 Hwy 12, Weston, CO 81091

Address

(719)868-2715

Telephone number

Outside agencies

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

(Issued June 2012)

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

[Revised March 2012]

Primero RE-2 Board Policies Primero RE-2 School District • Weston, Colorado

AC-E-2 Nondiscrimination/Equal Opportunity

(Complaint Form)

Date: _____

Name of complainant: _____

School: _____

Address: _____

Phone: _____

Summary of alleged unlawful discrimination or harassment:

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

Date(s) alleged prohibited conduct occurred:

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

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

Your suggestions regarding resolving the complaint: _____

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

Signature of complainant

Date

Signature of person receiving complaint

Date

(Issued June 2012)

[Revised March 2012]

Primero RE-2 School District • Weston, Colorado

ACA: Nondiscrimination on the Basis of Sex (Compliance with Title IX)

1. Designation of responsible employee:

The Board of Education shall designate an individual as the responsible employee to coordinate school district compliance with Title IX and its administrative regulations.

The designee, the district's Title IX compliance officer, shall formulate procedures for carrying out the policies in this statement and shall be responsible for continuing surveillance of district educational programs and activities with regard to compliance with Title IX and its administrative regulations.

The designee shall, upon adoption of this policy and once each academic year thereafter, notify all students and employees of the district of the name, office, address and telephone number of the designee. Notification shall be by posting and/or other means sufficient to reasonably advise all students and employees.

2. Grievance procedure:

Any student or employee shall have a ready means of resolving any claim of discrimination on the basis of sex in the educational programs or activities of the district. Grievance procedures are set forth in regulations GBAA-R for employees and JBB*-R for students.

3. Dissemination of policy:

The superintendent of schools shall notify applicants for admission, students, parents/guardians of elementary and secondary school students, sources of referral of applicants for admission, employees and applicants for employment that it does not discriminate on the basis of sex in the educational programs or activities which it operates and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Adopted: August 1991

LEGAL REF: 20 U.S.C. §1681, 1682; 34 C.F.R. Part 106

NOTE: The individual named as the district's compliance officer is specified in an accompanying exhibit coded [ACA-E](#).

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ACA-E: Nondiscrimination on the Basis of Sex - Exhibit (Compliance with Title IX)

The Primero RE-2 School District's Title IX compliance officer is:

Superintendent of Schools

20200 State Highway 12

Weston, Colorado 81091

(719)868-2715

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ACD: Commitment to Religious Neutrality

Notwithstanding anything which may inadvertently still appear in policy, the Board of Education understands that administration and staff must recognize students' First Amendment religious rights. The Board further recognizes that the United States Constitution's First Amendment imposes two equally important obligations on public schools.

First, schools must not forbid students acting on their own from expressing their personal religious views or beliefs. Second, schools may not endorse religious activity or doctrine and students may not coerce participation in religious activity.

Schools must give students the same rights to engage in religious activity and discussion as they have to engage in other comparable activity. Generally, this means that students may pray in a non-disruptive manner during the school day when they are not engaged in school activity and instruction, subject to the same rules as apply to other speech.

Adopted: April, 2003

LEGAL REFS: Constitution of Colorado, Article II, Section 4 (*religious freedom*)
 20 U.S.C. 7904 (*No Child Left Behind Act of 2001*)
 C.R.S. 22-1-120 (*rights of free expression for public school students*)

CROSS REFS: IB, Academic Freedom
 IMP, Teaching about Controversial/Sensitive Issues
 MBB, Exemptions from Required Instruction
 JJA, Student Organizations
 JICEC*, Student Distribution of Noncurricular Materials
 JICED, Student Expression Rights

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ACD-E Commitment to Religious Neutrality Sample Annual Certification Letter

Date: _____

Re: Certification as Required by Section 9524 of the Elementary and Secondary Education Act (“ESEA”) of 1965

TO WHOM IT MAY CONCERN:

In compliance with requirements of Section 9524 of the Elementary and Secondary Education Act (“ESEA”) of 1965 as amended by the No Child Left Behind Act of 2001, the Primero RE-1 School District (“District”) hereby certifies that it has no policy or practice which prevents or otherwise denies participation in constitutionally protected prayer in any of its elementary or secondary schools, as specifically set forth in the guidance issued by the U.S. Department of Education (to the extent that guidance is consistent with case and statutory law in this jurisdiction).

The District, as a public school district organized under the laws of the State of Colorado, understands the United States and Colorado Constitutions requirement that no activity of the school district shall be permitted which has the purpose or effect of advancing or inhibiting either religious belief or non-belief; nor shall any such activity discriminate between systems of religious belief or forms of worship.

As part of a policy and practice of accommodation, the District encourages all students and staff members to appreciate and respect each other’s religious views and to follow the governing constitutional principles of the First Amendment to the Constitution, as well as those outlined in the U.S. Secretary of Education’s Guidance on the Constitutionally Protected Prayer in Public Elementary and Secondary Schools (to the extent the guidance is consistent with case and statutory law in this jurisdiction). This policy and practice of accommodation in the school setting helps to foster understanding and mutual respect among students, parents and staff regarding religious liberties.

Sincerely,

Superintendent

Primero RE-2 School District • Weston, Colorado

ACD-R Commitment to Religious Neutrality

Religious activities of students:

Individual students may engage in private, quiet religious activities so long as the conduct is not disruptive. This does not include the right to have a captive audience listen or compel other students to participate. Students may speak to their peers about religious topics just as they do with regard to political topics. Teachers and administrators should ensure that no student is in any way coerced to participate in religious activity. Student speech that constitutes harassment aimed at a student or group of students shall not be allowed.

Religious activities of staff:

Staff members, including teachers and administrators, when present on school premises, when attending school sponsored, or when otherwise acting in their capacity as school district employees, are representatives of the state and as such are prohibited from soliciting or encouraging religious activities, participating in religious activities with students, discouraging an activity because of religious content, or soliciting or encouraging anti-religious activities. The prohibitions set forth above do not apply to staff members when they are not acting as an employee of the district or when they are attending non-school sponsored events, regardless of where such events are held.

Teaching about religion:

Public schools may not provide religious instruction. However, objective teaching about religion is permitted. The following may be taught about religion: the history of religion, comparative religion and role of religion in the history of the United States and other countries. It is also permissible to teach religious influences in art, music, literature and social studies. Public schools may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of holidays. Schools may not observe holidays as religious events or promote such observance by students. In teaching about religion, teachers are prohibited from promoting, criticizing or ridiculing religion.

Homework or course work:

Students may express their beliefs about religion in the form of homework, artwork and other written and oral expression. Such homework and classroom work should be judged by academic standards and relevance and against other legitimate pedagogical concerns identified by the school.

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ACE Nondiscrimination on the Basis of Disability

The Board is committed to a policy of nondiscrimination on the basis of disability under all applicable laws, including but not limited to Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act ("ADA"). Section 504 and the ADA provide that no otherwise qualified individual with a disability shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity. The district does not unlawfully discriminate on the basis of disability in access or admission to, or treatment or employment in, its programs or activities.

The Board of Education shall designate an individual as the responsible employee to coordinate district compliance with Section 504 and the ADA. See ACE-E-1.

The district's Section 504 and ADA compliance officer ("compliance officer") shall be responsible for continuing surveillance of district programs and activities with regard to compliance with Section 504 and the ADA and all pertinent regulations, including the development of all necessary procedures and regulations.

The compliance officer shall annually notify students, employees and members of the public regarding the district's policy and grievance procedures and of his/her name or title, office, address and telephone number. Notification shall be by posting and/or other means sufficient to reasonably provide such notice.

The superintendent shall notify applicants for admission, students, parent/ guardians, sources of referral of applicants for admission, employees and applicants for employment, and members of the public that it does not discriminate on the basis of disability in the programs or activities which it operates and that it is required by Section 504 and the ADA not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation. See AC-E-1.

(Adopted June 2012)

LEGAL REFS.:

29 U.S.C. §701 et seq. (Section 504 of the Rehabilitation Act)

42 U.S.C. §12101 et seq. (Americans with Disabilities Act)

34 C.F.R. 104 et seq.

NOTE: Section 504 requires the district to name a compliance officer and establish a grievance process that provides for the prompt and equitable resolution of disability discrimination complaints. In addition, the Americans with Disabilities Act requires any public entity employing 50 or more persons to designate a compliance officer. This may be the same person. The individual(s) named as the district's compliance officer should be specified in an accompanying exhibit coded ACE-E-1.

[Revised April 2009]

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ACE-E Nondiscrimination on the Basis of Handicap/Disability

The Section 504 compliance officer for Primero RE-2 School District is the following:

Superintendent of Schools
20200 Highway 12
Weston, Colorado 81091

AD School District Mission

The Primero RE-2 School District shall strive to provide a safe environment, for all students and staff and meaningful opportunities and innovative educational programs for all students so that they reach their learning potential, including that they meet or exceed state and district content standards, through partnerships between home, school and the community.

(Adopted June 2012)

LEGAL REF.:

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

CROSS REF.: ADA, School District Goals and Objectives

[Revised June 2012]

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ADA School District Educational Objectives

In keeping with its belief that all students can learn and achieve academic success, the Board of Education adopts the following objectives:

1. Students shall demonstrate the skills and attitudes of critical thinking, problem solving, decision making, intellectual curiosity and artistic expression which form the foundation for lifelong learning.
2. Students shall acquire the skills and knowledge required to lead successful lives and be productive citizens.
3. Students shall demonstrate proficiency in core academic areas by meeting or exceeding state and district content standards.
4. Students shall demonstrate the job acquisition, job retention and marketable job skills necessary to be effective, productive workers.
5. Students shall be able to make effective life choices based on commonly held values of honesty, respect for self and others, civic and personal responsibility and integrity.

(Adopted June 2012)

CROSS REFS.: AD, School District Mission

IA, Instructional Goals and Learning Objectives

[Revised January 1999]

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ADC Tobacco-Free Schools (pg 1 of 2)

To promote the general health, welfare and well-being of students and staff, smoking, chewing or any other use of any tobacco product by staff, students and members of the public is prohibited on all school property.

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

For purposes of this policy, the following definitions apply:

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

Signs will be posted in prominent places on all school property to notify the public that smoking or other use of tobacco products is prohibited in accordance with state law and district policy.

This policy will be published in all employee and student handbooks, posted on bulletin boards and announced in staff meetings.

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

Disciplinary measures for students who violate this policy will include in-house detention, revocation of privileges and exclusion from extracurricular activities. Repeated violations may

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ADC Tobacco-Free Schools (pg 2 of 2)

result in suspension from school. In accordance with state law, no student will be expelled solely for tobacco use.

(Adoption date)

LEGAL REFS.: 20 U.S.C. 7181 et seq. (Pro-Children Act of 2001 contained in No Child Left Behind Act of 2001 prohibits smoking in any indoor facility used to provide educational services to children)

C.R.S. 18-13-121 (furnishing tobacco products to minors)

C.R.S. 22-32-109 (1)(bb) (policy required prohibiting use of tobacco products on school grounds)

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

C.R.S. 25-14-103.5 (tobacco use prohibited on school property)

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

6 CCR 1010-6, Rule 5-306

CROSS REFS.: IHAMA, Teaching about Drugs, Alcohol and Tobacco

KFA, Public Conduct on School Property

[Revised June 2012]

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ADD Safe Schools (pg 1 of 3)

The Board of Education recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. To that end, the Board directs the superintendent, following regular review of relevant data and consultation with the school district accountability committee and school accountability committees, parents, teachers, administrators, students and when appropriate, school psychologists and members of the community, including victims advocacy organizations and local law enforcement, to develop and maintain a safe schools plan that includes:

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

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ADD Safe Schools (pg 2 of 3)

pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.

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

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

The report shall contain, at a minimum, the information required by law.

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

(Adopted June 2012)

LEGAL REFS.:

C.R.S. 9-1-101 through 9-1-106 (construction requirements, fire escapes, etc.)

C.R.S. 22-3-101 through 22-3-104 (eye protective devices)

C.R.S. 22-32-109.1 (2) (safe schools plan)

C.R.S. 22-32-109.1 (2)(b) (detailing information required in annual principal reports on the learning environment)

C.R.S. 22-32-110 (1)(k) (board authority to adopt policies related to employee safety and official conduct)

C.R.S. 22-32-124 (2),(3) (building inspections)

C.R.S. 24-10-106.5 (duty of care)

CROSS REFS.: ECA/ECAB, Security/Access to Buildings

GBGAA*, Staff Training in Crisis Prevention and Management

KDE, Crisis Management (Safety, Readiness and Incident Management Planning)

KI, Visitors to School

NOTE 1: Many specific policies are required as part of the districts safe school plan (see CASB's list of legally required policies); however, the law also requires a general safe schools policy. This policy (ADD) serves that purpose. The only specific legal requirement is that the policy mandate the annual

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ADD Safe Schools (pg 3 of 3)

inspection of schools to remove hazards, vandalism and other barriers to safety and supervision. C.R.S. 22-32-109.1(5). That requirement is reflected in paragraphs one and nine of the policy.

The

remaining provisions of the policy are suggested best practices for the superintendent and board to

consider when creating a general safe schools policy. This policy also serves as an outline for the legally-required safe schools plan.

NOTE 2: The state law “encourages” school districts to provide a comprehensive, age-appropriate

curriculum that teaches safety in working and interacting on the Internet, as part of the boards safe

school plan. C.R.S. 22-32-109.1 (2)(c). Districts are encouraged to incorporate the Internet safety topics into the teaching of the regular classroom curricula, rather than isolating the topics as a separate class. If the district develops a comprehensive curriculum or other approach to teach safety

in use of the Internet, then appropriate language could be added to this policy.

[Revised June 2012]

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ADD-E Safe Schools – Exhibit (pg 1 of 2)

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

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

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ADD-E Safe Schools – Exhibit (pg 2 of 2)

j. commission of an act on school grounds, or in a school vehicle, or at a school activity or sanctioned event that, if committed by an adult, would be considered robbery

k. other violations of the code of conduct and discipline that resulted in documentation of the conduct in a student's record

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

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

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

(Issued June 2012)

[Revised June 2012]

Primero RE-2 Board Policies Primero RE-2 School District • Weston, Colorado

AE Accountability/Commitment to Accomplishment (pg 1 of 2)

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

In accordance with state law, the Board shall appoint or create a process for the election of a district accountability committee and shall determine if members shall be appointed or elected to school accountability committees. If elected, the Board shall create a process for the election of school accountability committees. See regulation AE-R. The district accountability committee and school accountability committees shall have those powers and duties prescribed by state law. The Board and the district accountability committee shall, at least annually, cooperatively determine the areas and issues, in addition to budget issues, that the district accountability committee shall study and the issues on which it may make recommendations to the Board.

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

(Adopted June 2012)

LEGAL REFS.:

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

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

C.R.S. 22-11-301 and 302 (district accountability committee)

C.R.S. 22-11-401 and 402 (school accountability committees)

1 CCR 301-1, Rules 2202-R-1.00 et seq. (accreditation rules)

CROSS REFS.: AEA, Standards Based Education

AED*, Accreditation

AEE*, Waiver of State Law and Regulation

DBD, Determination of Budget Priorities

NOTE 1: The Board may consider applying to the State Board of Education for a waiver of certain provisions of law or state regulations which in the Board's discretion it believes necessary to accomplish the purposes of the accountability program. For districts with a funded count of 3,000 or more pupils, such application requires the consent of a majority of the appropriate accountability committee and of the affected teachers and licensed administrators. Such a

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AE Accountability/Commitment to Accomplishment (pg 2 of 2)

waiver, if granted, will be effective for two years and may be renewed once for an additional two years. See policy AEE* Waiver of State Law and Regulation.

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

[Revised June 2012]

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AE-E: Accountability Process Timeline (page 1 of 2)

By September 1:

School-level accountability committee adopts building goals/objectives, and a plan to improve educational achievement and maximize graduation rates and increase the ratings for the school's accreditation category.

[C.R.S. 22-7-205(1)]

Goals/objectives and plans reviewed by district accountability committee and submitted to Board.

[C.R.S. 22-7-205(1)]

After September 1:

Within a reasonable time after receipt of the state accountability report, each school shall distribute the accountability report to parents/guardians of each student and to members of the public who request it. A school-generated report may be included or inserted in the state accountability report as long as the school report does not refute information included in the state report.

[C.R.S. 22-7-606]

By October 1:

After consultation with district accountability committee, Board compiles school building goals/objectives and plans and reports the district's goals/objectives and the district's plan to improve educational achievement, maximize graduation rates and increase the ratings for each school's accreditation category to the public.

[C.R.S. 22-7-205(2)]

By December 1:

Board disseminates a written report to the taxpayers and local community regarding progress on district and school accreditation indicators. The report shall be made available to the State Board of Education, the general assembly, the governor, and the public at large.

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AE-E: Accountability Process Timeline (page 2 of 2)

Prior to adopting budget for fiscal year:

School-level accountability committee makes recommendations to Board, district accountability committee and superintendent relative to prioritization of expenditures of district monies.

[C.R.S. 22-7-207] [C.R.S. 22-7-105]

Superintendent considers recommendations by school-level committees when formulating budget requests presented to Board.

[C.R.S. 22-7-207]

Board considers recommendations prior to adopting budget.

[C.R.S. 22-7-105]

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AE-R Accountability/Commitment to Accomplishment (pg 1 of 2)

District accountability committee

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

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

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

NOTE: Members of the DAC may be appointed or elected as set forth in state law. If the members are appointed, the regulation should indicate by whom. If the members are elected, information about the election process should be specified. This sample regulation has the Board appointing members of the DAC and the Board delegating to each principal the authority to appoint members of the school accountability committee for his or her school.

The Board shall appoint persons to the DAC. In making these appointments, it shall ensure, to the extent practicable, that:

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

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

Members of the DAC will serve terms of ____year(s). The DAC shall select a parent representative to serve as chair or co-chair, who shall serve terms of ____year(s). The DAC shall also establish a schedule of meetings and adopt general rules for its operation.

School accountability committees

Primero RE-2 Board Policies Primero RE-2 School District • Weston, Colorado

AE-R Accountability/Commitment to Accomplishment (pg 2 of 2)

Each school accountability committee (SAC) shall consist of at least:

- three parents of students enrolled in the school
- one teacher who provides instruction at the school
- the principal or the principal's designee
- one person from the community
- one adult member of an organization of parents, teachers and students recognized by the school

A person may not serve more than one of the required membership roles on the SAC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the SAC, the principal, with advice from the organization of parents, teachers and students, may establish an alternate membership plan for the SAC. Such alternate plan shall reflect the required representation stated above as much as practicable.

Members of the SAC shall be appointed by the principal of each school. The principal shall ensure, to the extent practicable, that the persons appointed reflect the student populations significantly represented within the school.

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

Members of the SAC shall serve terms of ____year(s). Vacancies shall be filled by majority action of the remaining members of the SAC. The SAC shall select a parent representative to serve as chair or co-chair, who shall serve a term of ____year(s).

(Approved June 2012)

NOTE 1: State law and State Board rules delineate specific categories of students to consider when selecting persons for accountability committees who reflect the "student populations significantly represented" in the school or district. These student populations may include, but not be limited to, students who are members of non-Caucasian races, those who are eligible for free or reduced-cost lunch, those with limited English proficiency, migrant children, students identified as having a disability and gifted children.

NOTE 2: In districts where the student population is 500 students or less, a Board member may serve on the SAC and the responsibilities for school district and school-level accountability may be assumed by the district accountability committee

[Revised July 2010]

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AEA Standards Based Education

The Board supports a system of education that develops and teaches standards that enable students to achieve the highest level of knowledge and skills. Academic content standards clearly identify what students should know and be able to do at key points in their school careers. In accordance with state law, the Board has adopted a standards-based education system which focuses on student learning of content standards. It is the intent of the Board that the district's program of instruction and assessments be aligned with content standards. In standards-based education, courses and units of study are clearly defined, understood by teachers and students and communicated to staff members, families and the community. The district's standards-based education system will advance equity, promote student learning and reinforce accountability.

The superintendent shall be responsible for developing a plan to implement content standards that meet or exceed the model state content standards and revise curriculum and programs of instruction to align them with the district's standards to provide students with the educational experiences necessary to achieve the standards. The plan shall also address the professional development of teachers and administrators to enable successful implementation of standards-based education. The plan shall ensure that the educational programs of the district actively address the needs of exceptional students, consciously avoid gender or cultural bias and address the different learning styles and needs of students of various backgrounds and abilities and eliminate barriers to equity. The plan shall conform with all time lines established by law.

The district shall work with educators, parents, students, businesspersons, members of the community and the district accountability committee to review and revise content standards as necessary to ensure maximum effectiveness and develop assessments that will adequately measure each student's progress. Parents shall be kept informed of student progress in achieving content standards and how such progress will be measured. This information shall also be provided to the district accountability committee and school accountability committees.

(Adopted June 2012)

LEGAL REFS.: C.R.S. 22-1-104 (6)(a) (financial assistance to develop and promote programs that address state content standards for civics)

C.R.S. 22-7-401 (education reform - obligation to provide a standards-based system)

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

C.R.S. 22-32-109 (1) (r), (t) (duty to comply with state regulations and determine programs)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment

IA, Instructional Goals and Learning Objectives

IGA, Curriculum Development

IGD, Curriculum Adoption

IGF, Curriculum Review

IL, Evaluation of Instructional Programs, and subcodes

[Revised June 2009]

Primero RE-2 School District • Weston, Colorado

AEC: Accomplishment Reporting to the Public

The Board of Education, with the assistance of the district advisory accountability committee, shall annually prepare a progress report to the public which discloses student performance and the results of the school improvement process.

The district will report the following information to the public each year:

1. Student achievement based on the attainment of district standards;
2. School district strategies to improve student achievement in the schools;
3. Comparisons of school district adopted content area standards with state model standards;
4. Revenues, expenditures and costs of various segments of district and school operations;
5. Information from the district advisory accountability committee about its accomplishments

The Board will also report on the extent to which the district has achieved its goals/objectives and on the plan to improve educational achievement and maximize graduation rates, include an evaluation of educational decisions made during the previous year which have affected school services and processes and on achievement of the state accreditation indicators.

Adopted: October, 1992

Revised: January, 1998

July, 1998

LEGAL REFS: C.R.S. 22-2-117
C.R.S. 22-7-102 (2) (d)
C.R.S. 22-7-205 (5)
C.R.S. 22-11-101 *et seq.*
1 CCR 301-1, Rules 2202-R-3.03(1)(b)(vii)

CROSS REFS: AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
AED, School District Accreditation
IL, Evaluation of Instructional Programs, and subcodes
KB, Parent Involvement in Education

Primero RE-2 School District • Weston, Colorado

AECA*: School Accountability Reports (pg 1 of 2)

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

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

The Board of Education acknowledges that the state-generated accountability report serves an important purpose, but believes it does not represent the full measure of a safe and quality education. Therefore, the Board directs the superintendent to develop a program that enables and supports principals of district schools who wish to develop their own school reports for distribution to parents and community members.

The school-generated reports could include such information as:

- current student performance results related to district academic standards;
- a summary of implementation and results of the school improvement plan;
- dropout and school completion rates;
- at the secondary level, the number or percentage of the school's total student population completing "advanced" courses, percentage of students taking college aptitudes examinations and their scores, and percentage of graduates entering post-secondary education (where applicable);
- conduct and disciplinary actions taken during the school year, including the number and percentage of students suspended or expelled;
- community satisfaction with student achievement and the learning environment;
- accomplishments of the school related to its mission, goals and objectives;
- information from the school accountability committee about its accomplishments;
- any other information that helps provide parents and community members with a comprehensive view of the school's challenges and achievements.

The report shall be provided to the parents/guardians of students in the school, to local media and others interested in the schools, and to members of the public who request it. The report may be

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AECA*: School Accountability Reports (pg 2 of 2)

included or inserted in the state-generated accountability report as long as the school report does not refute information included in the state-generated report.

Because the Board believes that a supportive and involved public is crucial to the safety and achievement of students in district schools, it directs the superintendent to work with the Board to develop and implement a district-wide, year-round communication plan around safety and student-achievement that:

- includes two-way communication involving both listening and telling activities;
- has a primary goal of building productive relationships between the district, Board, staff, parents, students and community members;
- promotes dialogue between the district, Board, staff, parents, students, and community members around issues of importance to the community;
- is targeted to include different messages and different strategies depending on the audience;
- includes strategies for communicating internally as well as outside the district.

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

Adopted: October 2000

Revised: June 2001, July 2002, June 2003

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

CROSS REF: [AE](#), Accountability/Commitment to Accomplishment; [AED](#), School District Accreditation; [IKE](#), Ensuring All Students Meet Standards; [IL](#), Evaluation of Instructional Programs; [ILBA](#), District Program Assessments; [ILBB](#), State Program Assessments

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AED* Accreditation (pg 1 of 2)

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

District accreditation

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

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

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

School accreditation

While the state accredits the district, the Board accredits the schools within the district, including district charter schools. The Board's accreditation of district schools shall emphasize attainment on the four key performance indicators: student longitudinal academic growth, student achievement on statewide assessments, post secondary and workforce readiness, and progress made on closing the achievement and growth gaps. The Board may adopt additional accreditation indicators and measures for district schools that meet or exceed the state standards for district accreditation. In accordance with law, the school accreditation process shall include a review of each full-time online program's alignment to the State Board of Education's quality standards for online programs.

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

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AED* Accreditation (pg 2 of 2)

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

In accordance with the process required by the Education Accountability Act of 2009 and applicable State Board of Education rules, the superintendent, principals and other district administrators shall develop a proposed school performance, improvement, priority improvement or turnaround plan for each district school. The school district shall notify parents/guardians of students enrolled in each school that is required to adopt a school improvement, priority improvement or turnaround plan of the required plan, the identified issues to be addressed by the plan and the time line for the plan's development. A public hearing shall be held prior to the adoption of a school improvement, priority improvement or turnaround plan.

Pursuant to the Board's constitutional and statutory authority to control instruction in its schools and determine the allocation of district resources, the Board shall review and approve all school plans, regardless of whether the plan is a performance, improvement, priority improvement or turnaround plan. Each school plan shall be submitted to the Colorado Department of Education in accordance with the time lines prescribed by applicable State Board of Education rules.

(Adopted June 2012)

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

C.R.S. 22-7-407 (adoption of content standards)

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

C.R.S. 22-11-307 (board accreditation of district schools)

C.R.S. 22-30-105 (school district organization planning process)

C.R.S. 22-30.5-104(2)(b) (district charter schools subject to accreditation by local board)

C.R.S. 22-32-109(1)(t) (board duty to determine educational program and prescribe textbooks)

C.R.S. 22-32-109(1)(mm) (Board duty to adopt policy for accreditation of district schools)

C.R.S. 22-32-142(2) (parent notice and public hearing requirements for schools on improvement, priority improvement or turnaround status)

1 CCR 301-1, Rules 2202-R-1.00 (State Board of Education rules for the Administration of the Accreditation of School Districts)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment

AE-R, Accountability/Commitment to Accomplishment-Regulation

AEA, Standards Based Education

IK, Academic Achievement

ILBB, State Program Assessments

KB, Parental Involvement in Education

NOTE: A school district with 1000 students or fewer may submit a single plan to satisfy the school district and school plan requirements. School districts with between 1000 and 1200 students may request the Colorado Department of Education's permission to submit one plan. C.R.S. 22-11-210(2)(b).

[Revised March 2012]

Primero RE-2 Board Policies Primero RE-2 School District • Weston, Colorado

AEE* Waiver of State Law and Regulation (pg 1 of 2)

The Board of Education believes that many state laws and regulations impede the district's progress toward achieving its mission. Therefore, the Board directs the superintendent to work with district legal counsel, the district accountability committee and school principals to:

1. Review state laws and regulations for which a waiver application can be filed.
2. Determine which state laws and regulations, if waived, would enhance educational opportunity and quality within the school district and reduce or eliminate costs that are significantly limiting educational opportunity within the district. This determination shall be made on a school-by-school basis and a district-wide basis.
3. Make recommendations to the Board regarding which state laws and regulations the Board should consider for waiver.

The Board must consider whether to apply for waivers in a public meeting that includes a public hearing. The Board shall consult with the district accountability committee concerning the intent to seek waivers at least 60 days prior to the scheduled public hearing.

In the Board meeting, which includes a public hearing, the Board shall adopt a resolution stating the Board's intent to apply for waivers and specifying the statutes or rules for which the Board will request waivers. In the waiver application, the Board shall state the manner in which the district will comply with the intent of the waived rule or statute and be accountable to the State Board of Education.

The Board shall post notice of the public meeting in three public places within the district not less than 30 days prior to the meeting. The notice shall include a description of the waivers to be considered. If there is a newspaper published in the county, the Board shall also publish notice once a week for four weeks prior to the meeting.

(Adopted June 2012)

LEGAL REF.:

C.R.S. 22-2-117 (state board power to grant waivers)

CROSS REF.: AE, Accountability/Commitment to Accomplishment

NOTE 1: Districts that have a funded pupil count of 3,000 or more pupils must demonstrate that an application for waiver has the consent of a majority of the district accountability committee (or the school-level accountability committee if the waiver is sought for only one school), and a majority of the licensed administrators and teachers of the affected school or district. However, these additional requirements do not apply to school districts with 3,000 or more students when the school district has been granted exclusive authority to charter schools within the geographic boundaries of the district, unless the district is asking for a waiver of certain laws pertaining to teachers.

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AEE* Waiver of State Law and Regulation (pg 2 of 2)

NOTE 2: The State Board of Education cannot waive the following state laws:

- school accountability reports (22-7-601 et seq.)
- state assessments (22-7-409)
- duties of board president and vice president (22-32-105)
- prohibition of tobacco on school property (22-32-109 (1)(bb)(I))
- establishing program outside state boundaries (22-32-109(2))
- attendance policy (22-33-104(4))
- Public School Finance Act (22-54-101 et seq.)
- Exceptional Children's Educational Act (22-20-101 et seq.)
- provisions related to fingerprinting and criminal history record checks of personnel (22-32-109.7, 109.8, 109.9, 22-2-119)
- Children's Internet Protection Act (22-87-101 et seq.)
- student conduct and discipline code requirements (22-32-109.1(2)(a))

NOTE 3: Another process to seek waivers of state law and regulation is set out in the Innovation Schools Act of 2008, C.R.S. 22-32.5-109. A school district that has been designated as a district of innovation may seek waivers from the State Board in accordance with that law. A district of innovation may also seek a waiver from provisions of a collective bargaining agreement.

[Revised July 2008]