



Meeting Norms

Stay focused and student centered | Listen actively, respectfully, and without judgment | Communicate with integrity
Honor board time with starting on-time and not being redundant | Limit sidebar conversations
Independent thought and one voice for decisions | Maintain confidentiality

AGENDA - WORK SESSION

Mancos School District Board of Education: The Mancos Public Schools Board of Education provides highly effective governance for our school's strategic student achievement efforts.

October 19, 2026

5:00 PM

West Wing Boardroom

- I. Establish Quorum
- II. Approval of Agenda
- III. Review Norms
- IV. Strategic Plan
 - 2026-27 Strategic Plan Overview and UIP Plan
 - Cohesive Systems: Operations Update - Destri Lockhart
- V. Board- "Other" Work Session
 - Curriculum Review Cycle Update
 - High School Scheduling and Program Review Update
- VI. Special Policy Updates: JKA Policies

New Policy Review Assignments:
 - At the Work Session, each member should report on their assigned policies to the board with a brief summary of the following questions and drafted recommendations (if any) using the following process:
 - Preparation & Analysis
 - Use guiding questions listed below and on Page 94 of CASB Leadership Guidebook
 - Highlights, Questions and Recommendations: Bring highlights, questions and recommendations to the board.
- VII. Rachel DB, DJE, IKF, CBI
- VIII. **Craig M JRA, JRC, JRCB, EHC - Not Discussed 10/5**
- IX. **Tim BE, BEC, BED, JJA (All) - Not Discussed 10/5**
- X. Craig B GCQF, KDB, KE, KLG - No Revisions

- XI. Kira: AC, BBA, BC, BCB, - Revise Underlined
- XII. Admin
 - A. Calendar Review
- XIII. Adjournment

	Team Driven Shared Leadership
	Data Based Problem Solving and Decision Making
	Comprehensive Screening and Assessment System
	Layered Continuum of Supports (LCS)- Evidence Based Practices, Instruction, and Interventions
	Family, School, and Community Partnerships

Mancos School District - Strategic Plan Overview

2026-27

Mission Statement*: In partnership with our community, we will foster safe, positive and rigorous learning experiences.

Vision Statement*: Every student will graduate with a broad academic foundation which enables each to demonstrate the skills of critical thinking, problem solving, team work and independent judgment. All students will understand democratic principles and recognize their civic responsibilities, and will be capable of ambitiously and appropriately participating in an age of dynamic technological change within a global context.

** 2026-27 is a mission and vision renewal year. Students, staff and families will be invited to provide input beginning in November 2026.*

Big Picture Goals and Targets:



Healthy Community

We will cultivate a connected community where students, staff and families have **agency and a sense of belonging**.

- ❖ **Community** centered learning environments
- ❖ **Whole-child** development and supports
- ❖ **Proactive** and **restorative** approaches
- ❖ Inclusive **parent-engagement**
- ❖ Culture of **support** and **growth**



Engaging Learning

We will create learning environments that are rich with **challenging, student-led** learning experiences everyday.

- ❖ **Engaging** and **high-quality** instructional approach
- ❖ **Aligned** and **articulated** curriculum
- ❖ Student-centered reflection, **assessment** and **reporting** practices
- ❖ Community, work and nature based **learning experiences**



Cohesive Systems

We will build **open, aligned, and sustainable systems and teams** that reflect our values and ensure continuity across our schools.

- ❖ Structures for **shared-leadership**
- ❖ Comprehensive **communication** plans
- ❖ **Tiers of support** framework
- ❖ **Professional growth** cycles

Goal Measures:



Climate Survey Overall: Students, staff and families will rate the Mancos School District climate as a 3.5 or above (out of 4.0) overall.

Climate Survey Detailed: Students, staff and families will rate Mancos Schools' climate as a 3.5 or above (out of 4.0) over in the areas of acceptance, connectedness, interpersonal and peer/adult relations.

Attendance Overall: 80% of students will meet a 95% school attendance rate.

Attendance Detailed: Mancos Schools will reduce the chronic absenteeism rate by 50%.

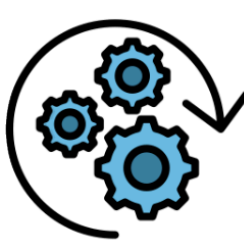


Academic Growth: 65% or more of students will demonstrate growth in literacy and mathematics as shown on the TS Gold (PK) and NWEA (K-10) measures.

Academic Achievement: 50% or more of students or more will move up into a higher achievement band in mathematics, reading, and language arts.

Academic Performance: 100% students will present at least one project-based learning product to an audience.

Academic Growth: 100% of students will present their growth and learning in a student-led conference.



Overall: 80% or more of students, staff and families will respond favorably to questions about shared leadership, communication, tiers of support, and operations.

Strategic Action Items: 80% or more of students, staff and families will respond favorably to questions about the implementation of new initiatives including Crew, the cell phone policy, and the internal communication plan.

Tiers of Support: 100% of staff, students and families will know at least two different ways to make a referral and/or share a concern with Mancos staff.

Action Plan:



Healthy Community

We will cultivate a connected community where students, staff and families feel agency and belonging.

Highlights:

- Launch of PK-12 student advisory Crew structure with an embedded SEL curriculum.
- Articulate a district-wide student referral, response and intervention system accessible by students, staff and families.
- Renew our Mission & Vision and character traits (The Bluejay Way) that lead to the Portrait of a Graduate.
- Host varied family outreach and engagement opportunities around well-being and social-emotional development.



Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

Highlights:

- Plan and deliver instruction with engaging, challenging, and student-led experiences using high quality instructional practices as articulated in the Mancos Instructional Model.
- Implement new K-12 mathematics curriculum.
- With collaboration from students, staff and families, develop a Mancos School District AI (Artificial Intelligence) Principles and Guidelines.
- Renew regular data analysis and collaborative teaming practices.



Cohesive Systems

We will build open, aligned, and sustainable systems and teams that reflect our values and ensure continuity across our schools.

Highlights:

- Implement Input and Feedback Cycles with varied formats for students, staff and families.
- Establish MSD School Leadership Teams utilizing guiding principles, guidelines and support structures.
- Implement District Communications Plan to include communication guidelines.
- Collaboratively improve staff and teacher coaching and evaluation process and timeline.

Simplified: How will we accomplish our goals in 2026-27?

Building a culture of Crew...

Utilizing high-quality instructional practices...

Developing and using agreements...

... and staying anchored in The Bluejay Way and Portrait of a Graduate.



Have questions or feedback? Contact Audrey Hazleton, Superintendent, at ahazleton@mancosre6.edu or 970-533-7746.



Unified Improvement Plan (UIP) for CDE

What is the purpose of the UIP? “Ensure all students exit the K-12 education system ready for post-secondary education, and/or to be successful in the workforce, earning a living wage immediately upon graduation.” Colorado Department of Education

Where is MSD’s UIP? It can be found on [CDE’s Schoolview](#) as well as [here](#).

What are the key elements of the UIP?



Priority Performance
Challenges



Root Cause



Major Improvement Strategies

How is the UIP developed? The UIP is driven by the continuous improvement and data analysis cycle that includes educators, the DAC and Board of Education. **The actual UIP is basically another view of our Strategic Plan** with specific focus on state accountability measures and student outcomes in academics,



UIP 2025-26 . . . Rolling to 2026-27 with revisions

Executive Summary



Priority Performance Challenges

- *Academic Achievement*

- *Student Culture*



Root Cause

- Common Instructional Model

- Tier 1 Curriculum - Student Culture and Social Skills Development
- Tier 2 Intervention Program



Major Improvement Strategies

- Cohesive and engaging instructional approach

- Whole-child development and supports

- *Academic Growth - ES Math*

- Aligned Curriculum

- Aligned ES Mathematics Curriculum



UIP 2025-26 . . . Rolling to 2026-27 with revisions

Narrative on Data Analysis and Root Cause Identification

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems and student outcomes (e.g. targets).

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Root Causes and Priority Performance Challenges



Priority Performance Challenge: Academic Achievement
Area of Focus: English Language Arts performance



Root Cause: Common Instructional Model

Currently, Mancos School District does not have utilize a common instructional model across Language Arts classes resulting in inconsistent instruction and gaps in academic standards.

2026-27
Use of
High Quality
Instructional
Practices



UIP 2025-26 . . . Rolling to 2026-27 with revisions



Priority Performance Challenge: Student Culture

Area of Focus: Behavior



Root Cause: Tier 1 Curriculum - Student Culture and Social Skills Development

Currently, Mancos School District does not have a common Tier 1 approach and curriculum for Tier 1 culture building. The result of this is a lack of common language about our school values, shared norms, opportunities for student voice and

Root Cause Category: Curriculum



Root Cause: Tier 2 Intervention Program

Mancos School District is building a trauma informed and shared approach to student misbehavior, however, we are lacking evidence based tools and approaches at the Tier 2 level. This means students who are referred to the office more than two times aren't receiving adequate interventions for skill building, counseling and reintegration into the learning environment.

Root Cause Category: Intervention Systems

2026-27
Crew
SEL Curriculum
Tier 2
Interventions



UIP 2025-26 . . . Rolling to 2026-27 with revisions



Priority Performance Challenge: Academic Growth - ES Math

Area of Focus: Math performance



Root Cause: Aligned Curriculum

Until the 2025-26 school year, the elementary did not utilize an aligned K-5 mathematics curriculum for many years. The curriculum for the 2025-26 school year and beyond.

Root Cause Category: Curriculum

2026-27
K-12
Mathematics
Focus on
subgroups (FRL)



Mancos Operations: Maintenance, Facilities and Custodial

Presentation to Board Of Directors

October 19, 2026

Destri Lockhart, Operations Director



2026-27 Goals

Maintenance and Custodial:

- Establish consistent custodial cleaning standards
- Strengthen staff accountability, training and teamwork
- Maintain safe, secure and functional school facilities
- Shift from reactive repairs to preventative maintenance

Transportation:

- Prioritize student safety in all transportation operations
- Maintain a reliable and well maintained fleet
- Promote responsible fiscal management and long term planning



Action Plan - Maintenance & Custodial

Maintain daily cleaning priorities for restrooms, trash removal, high touch spaces and common areas.

Conduct routine walkthroughs and documented reviews to ensure expectations are met consistently across buildings.

Improve communication and coordination between maintenance, custodial staff, administrators and building users.

Identify small problems before they become expensive repairs and disrupt instruction.

Maintain service records and prioritize work based on safety, urgency and available resources.

Results to Date - Maintenance & Custodial



Celebrations/Highlights

- Implemented Crew and custodial daily agreements
- Established clearer expectations for schedules, daily responsibilities and work quality
- Continued working with building users to protect district property and reduce preventable damage

Challenge/Working On:

- Deferred maintenance, leaking roofs, declining or outdated equipment and facility hardware
- Increasing usage of facilities both district and community usage year round
- Employee attendance and team morale, particularly while operating with limited staffing and budget and increasing workload demands

Custodial Crew Daily Agreements

The word "Crew" is written in a stylized, bubbly font with a yellow-to-green gradient and a dark outline. It is positioned inside a white circle with a green border.

We agree to:

- Be productive, focused, and manage our time well.
- Create a calm and peaceful work environment for our team.
- Use positive and helpful professional communication.
- Uphold the standards and expectations of the Custodial Department.

**integrity
perseverance
dignity
curiosity
leadership**

Mancos Community Agreements

- Stay curious and kind.
- Center the student experience.
- Ensure all voices are heard and considered.
- Be productive and solution-focused.
- Assume positive intent and listen to understand.
- Anchor conversations in evidence, data, and lived experience.
- Show care for yourself and others.
- Enjoy the time together and have some fun!



Action Plan - Transportation

Ensure pre-trip and post-trip inspections are completed and documented

Conduct and document required evacuation drills

Prioritize safety-related repairs and document vehicle downtime

Develop a multi year replacement plan based on vehicle condition, accessibility needs and available funding

Conduct regular driver check-ins to address concerns, reinforce expectations and identify and provide support needs



Results to Date - Transportation

Celebrations/Highlights

- Added a new suburban at the end of last year
- Added a new ADA full size bus and utilized it for 1st grade field trip
- Staffed with 4 drivers (3 route, 1 activity)
- Fleet supported with a qualified mechanic and annual inspector
- Successfully passed our CDE STAR Review

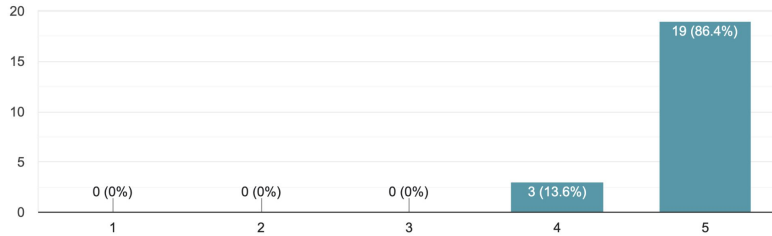
Challenge/Working On:

- Aging fleet, several vehicles are aging out (buses 25 yrs, SV 15 yrs)
- Working on deferred maintenance
- Budget constraints to address ongoing maintenance and repairs, and to replace or upgrade fleet
- No sub drivers

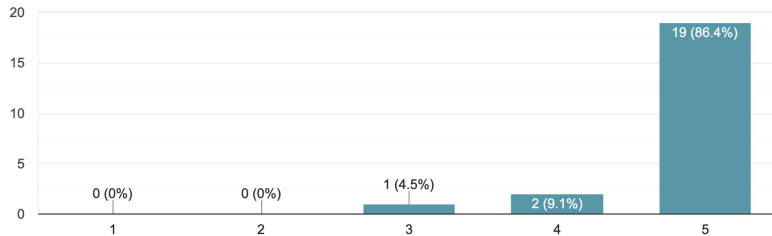
Survey Highlights



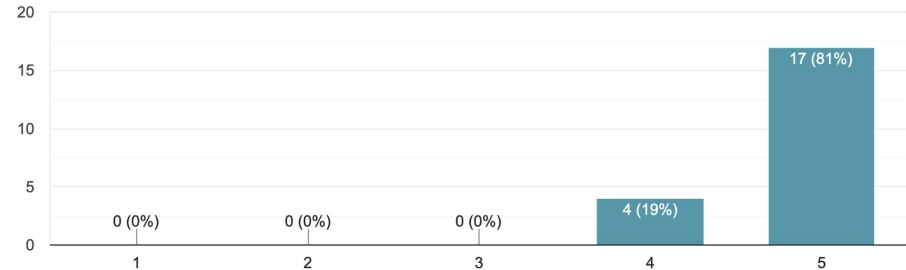
Classrooms & Workspaces: Trash/recycling emptied, floors cleaned, high-touch surfaces disinfected (doorknobs, light switches, desks), and room ready for learning each morning
22 responses



Helpfulness & Culture: Custodial and maintenance staff are approachable, helpful, and demonstrate a collaborative, "team-first" attitude with school personnel.
22 responses



Responsiveness & Communication: When you submit a work order or request emergency assistance (spills, repairs, safety hazards), the custodial/maintenance team responds in a timely manner.
21 responses





Next Steps

Continue evaluation workload, building assignments, training need, and department communication

Develop long term facility and budget plans

Prioritize employee retention, strengthen coverage planning

Standardize custodial quality control

Establish and maintain equipment and facility repairs and seasonal facility needs

Encourage responsible community use of school facilities while protecting district investments, minimizing unnecessary wear and damage



Board Support

How can the BOE support your team, projects, and goals?

Support strategic budgeting and capital planning - prioritize funding for maintenance, fleet replacement and essential equipment

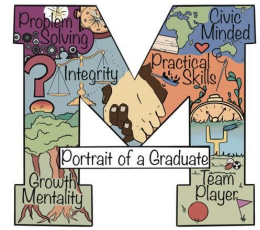
Establish clear facility use policy - balance community partnerships with protecting district property and preserving facility longevity

Recognize the value of operations teams- support department goals and recognize the work required to maintain services with limited staffing and resources

Mancos School District Curriculum Review Cycle Schedule

WORKING DRAFT	updated 10/15/26 AF									Current Level			
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031		CR	Imp	Mon	Current Curriculum
ELC					Curriculum Review	Implementation	Monitor	Monitor		☐	☐	☐	Creative Curriculum, TS Gold
GRADES K-5 Reading	Implementation Benchmark 4 year contract Year 1	Monitor Year 2	Monitor Year 3	Monitor Year 4	Monitor New contract	Curriculum Review	Implementation	Monitor		☐	☐	☒	Benchmark Advance
GRADES K-5 Math		Curriculum Review	Implementation i-Ready Year 1	Monitor Year 2	Monitor Year 3	Monitor	Monitor	Curriculum Review		☐	☐	☒	iReady
GRADES K-5 Science					Curriculum Review	Implementation	Monitor	Monitor		☐	☐	☐	Rock by Rock (Resource), Mystery Science mostly taught through reading program
GRADES K-5 Social Studies					Curriculum Review	Implementation	Monitor	Monitor		☐	☐	☐	Rock by Rock mostly taught through reading program
GRADES 6-12 ELA (Reading and/or Writing)				Curriculum Review	Implementation	Monitor	Monitor	Monitor		☒	☐	☐	teacher created piloting 6-12 FishTank ELA, no contract, year-to-year
GRADES 6-12 Math			Curriculum Review	Implementation OUR Math no contract Year 1	Monitor	Monitor	Monitor	Monitor		☐	☒	☐	OUR Math
GRADES 6-12 Social Studies					Curriculum Review	Implementation	Monitor	Monitor		☐	☐	☐	teacher created
GRADES 6-12 Science					Curriculum Review	Implementation	Monitor	Monitor		☐	☐	☐	teacher created
Music				Curriculum Review	Implementation	Monitor	Monitor	Monitor		☒	☐	☐	MusicPlayOnline (\$200/year)
Art				Curriculum Review	Implementation	Monitor	Monitor	Monitor		☒	☐	☐	Art of Education
PE/Health					Curriculum Review	Implementation	Monitor	Monitor		☐	☐	☐	Unknown
CTE						Curriculum Review	Implementation	Monitor		☐	☐	☐	CCCS (credentialing), scope & sequence for all CTE programming comes from CCCS; Culinary ProStart 1 and ProStart 2; Patient Care Tech (developed curriculum); sports medicine (CPR/First Aid); Entrepreneurship (Incubator) (Google Suites certificate); Drones (FAA part 107, UAAS curriculum)
SEL & Crew			Curriculum Review	Implementation Character Strong EL Education	Monitor	Monitor	Monitor	Monitor		☐	☒	☐	Character Strong (\$7000/year); EL Education (take PD = \$250/year); Defined (??)
Curriculum Review		1	2	3	6	2	0	1					
Implement Y1	1	0	1	2	3	6	2	0					
Monitor		1	1	2	4	6	12	13					

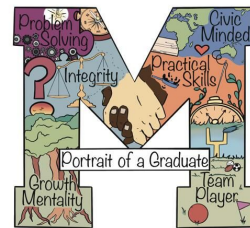




Secondary ELA

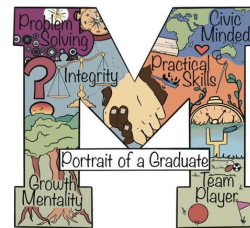
Curriculum Review and Selection
26-27 SY

Purpose of Curriculum Review



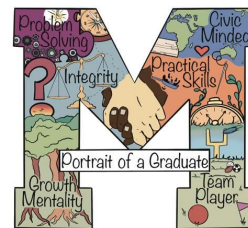
- align curricula with the mission, vision, and instructional model of MSD
- examine student learning and implement changes necessary to accelerate student learning
- provide teachers with the support, training, instructional resources, and a positive educational climate to meet the needs of all learners
- evaluate, develop, and implement all curricula in a manner that allocates district resources wisely and effectively

The Mancos Model



- staggered multi-year cycles
- each curricular area receives specific focus as it proceeds through the stages of the review cycle
- facilitates effective and fiscally responsible use of district resources
- district and building goals are aligned
- allowing teachers (especially early childhood and upper elementary) to concentrate on one major content area at a time rather than attempting to manage multiple curricular initiatives

MSD Curriculum Review Cycle



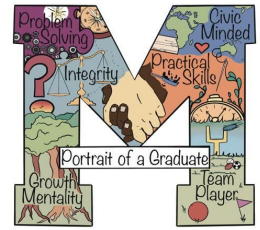
WORKING DRAFT	updated 8/15/26 AF								Current Level			Current Curriculum	Notes	Options
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	CR	Imp	Mon			
ELC					Curriculum Review	Implementation	Monitor	Monitor	☐	☐	☐	Creative Curriculum, TS Gold		
GRADES K-5 Reading	Implementation Benchmark 4 year contract Year 1	Monitor Year 2	Monitor Year 3	Monitor Year 4	Monitor New contract	Curriculum Review	Implementation	Monitor	☐	☐	☒	Benchmark Advance	contract ends at the end of 26-27 SY, teachers received two days of PL in 26-27 SY, have one more day left of PL to be used in new contract	
GRADES K-5 Math		Curriculum Review	Implementation Ready Year 1	Monitor Year 2	Monitor Year 3	Monitor	Monitor	Curriculum Review	☐	☐	☒	Ready	Length of contract?	
GRADES K-5 Science					Curriculum Review	Implementation	Monitor	Monitor	☐	☐	☐	Rock by Rock (Resource), Mystery Science mostly taught through reading program	Purchased Rock by Rock January 2026 (exp.) Purchased Mystery Science August 2025	
GRADES K-5 Social Studies					Curriculum Review	Implementation	Monitor	Monitor	☐	☐	☐	Rock by Rock mostly taught through reading program		
GRADES 6-12 ELA (Reading and/or Writing)				Curriculum Review	Implementation	Monitor	Monitor	Monitor	☒	☐	☐	teacher created piloting 6-12 FishTank ELA, no contract, year-to-year	Secondary ELA Curriculum Review	FishTank Common Lit Odell EL Education Language Arts
GRADES 6-12 Math			Curriculum Review	Implementation OUR Math as contract Year 1	Monitor	Monitor	Monitor	Monitor	☐	☒	☐	OUR Math	piloted in pockets 25-26 SY, adopted at end of 25-26 SY, teachers trained 26-27 SY	
GRADES 6-12 Social Studies					Curriculum Review	Implementation	Monitor	Monitor	☐	☐	☐	teacher created		
GRADES 6-12 Science					Curriculum Review	Implementation	Monitor	Monitor	☐	☐	☐	teacher created		
Music				Curriculum Review	Implementation	Monitor	Monitor	Monitor	☒	☐	☐	MusicPlayOnline (\$200/year)		

[LINK](#)

26-27 SY: ELA,
music, art

27-28 SY: ELC,
PE/Health, K-12
science, K-12
social studies

Documents, References



[Content Curriculum Review Cycle](#) (spreadsheet)

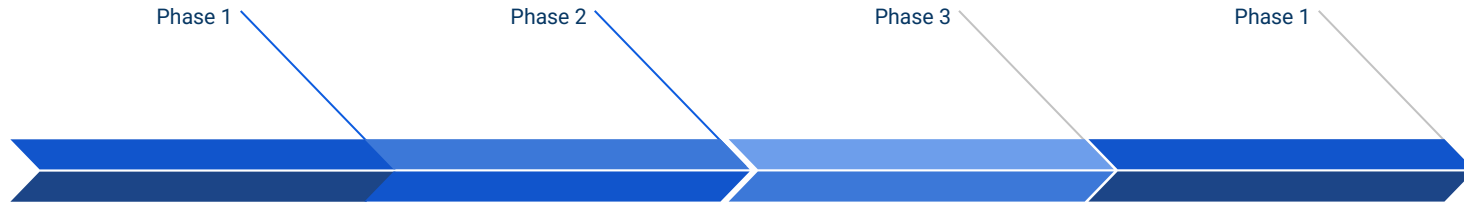
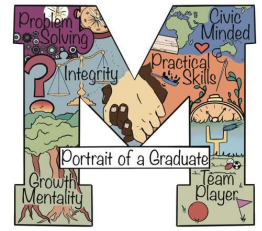
[Project Management Action Plan](#) (document)

[EdReports Adoption Steps](#) (website)

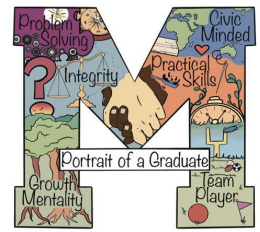
[Look Fors](#) (web article)

[IG MSD Board Policy](#)

Generic Timeline



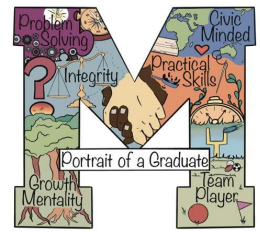
Consideration	Implementation	Evaluation	Consideration
6 months - 1 year	As soon as possible after adoption and professional development	Make evaluation plans for one year after implementation, then subsequent years until next review cycle	Begin review cycle again
Year 0	Year 0-1	Adjust and monitor as needed	Use findings from curriculum evaluation in addition to curriculum review process
		Continue professional development	Year 0
		Each year thereafter Years 1-5	



Phases

- Phase 1: Consideration
 - Committee-focused
 - Establish the process and the committee
 - Develop the lens, evaluation criteria
 - Know and winnow the choices
 - Investigate the materials and budget
 - Make a decision
 - Phase 2: Implementation of a curriculum
 - Teacher-focused with support of coordinator and PD
 - Phase 3: Evaluation and monitoring of the curriculum
 - PLC-focused
- 





The Committee

MS ELA: Kerisha Small, 6th grade ELA and social studies; Ivy Dalley, 7-8th grade ELA

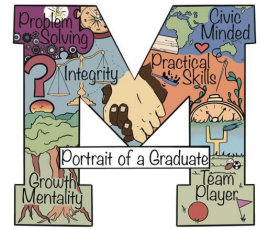
HS ELA: Tess Molas, 9-11th grade ELA; Sarah Carr, concurrent enrollment and 12th grade ELA

Early Ed or Upper Ed ELA: TBD, possibly Sarah Rogers

Parent: TBD, possibly Pam Kroll

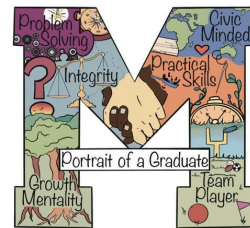
Administration: Adyan Farrar, curriculum coordinator; Julie Porter, secondary principal

Currently Piloting 26-27 SY



We needed something immediate this year for our new ELA teacher, so we purchased **Fish Tank** to pilot based on ease of implementation, the texts we already had on-hand, price point, and recommendations.

The Process

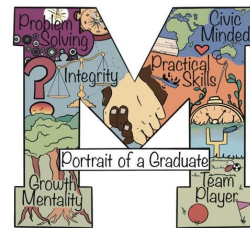


- **Vision:** What does the “right curriculum” look like for a student? For the district? What gaps have we noticed within grade levels and between grade levels?
- **Gather curricular options:**
 - What do CDE, Ed Reports, and the leading professional organizations recommend?
 - What is in use in the area?
 - What is in use by other schools/districts that share our instructional model?
 - ELA-specific: What open source options are available, and what curriculums already use the texts we do?

DONE

- **Investigate budget and material constraints:**
 - Already have made a significant investment in novels and other texts

Next Steps



- Hold meetings with committee members; use Fist-to-Five and RAPID (see slide 10)
- Make curricular decision
- Present data at public forum (open house, BTS, SPTC, PBL or other)
- Present to DAC
- Present to BOE

[illegible]

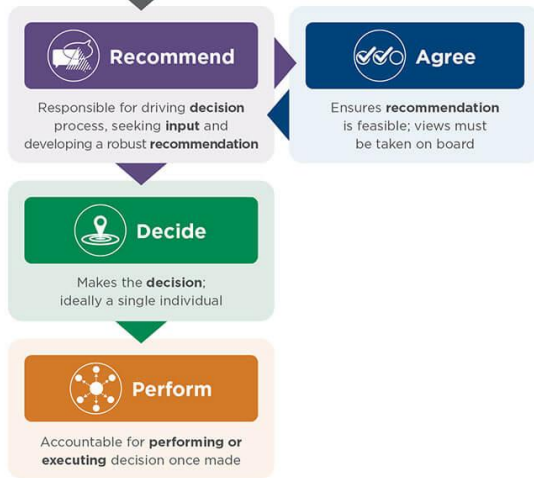
On the count of 1-2-3, everyone simultaneously raises a fist with 0, 1, 2, 3, 4 or 5 fingers extended to express how you feel about the decision.



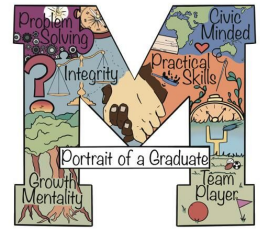
I strongly support this decision.



Provides **input** to recommendation; views may or may not be reflected in final proposal



Source: The Bridgespan Group, adapted from Bain & Company



2026 High School Review

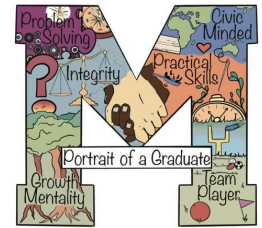
Key Issues, Corrective Actions & Future Systems

Bluejay Express Communication Update



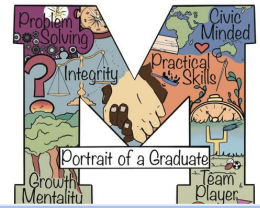
Action Steps Communicated to Families (Bluejay Express)	Status
We will conduct a full review of this year's scheduling process including the challenges and missteps.	Complete
We will develop a year-long scheduling process calendar that includes dual enrollment dates and deadlines and the process for enrolling in college courses.	Complete for spring 2027, need fall 2028 added
Additional staff training will be provided for all members of our scheduling team in Powerschool, our scheduling management system, and our online platform, CDLS.	Consulted with PowerSchool expert
We will meet with our concurrent and online institutions (PCC, FLC, Adams State, and CDLS) to establish stronger partnerships, confirm processes and plan for upcoming enrollments.	Completed
We will schedule listening sessions with students, parents, and staff to hear more about their experiences and develop systems to improve the scheduling experience.	Meetings had with several families, students, and staff
We will continue to develop tools and systems that streamline our processes and ensure timely communication and support for our students and families.	Completed documents and tools • Schedule Change Request • Grad plan tracker (paper or digital) • Academic counseling/student calendar • Student request form Dual enrollment • Senior Night • Scholarship guide • Student interest/enrollment form • Reflection protocol (fall 26, spring 27) • Monthly senior milestone checklists. • Academic Counselor to-do list

1. Master Schedule



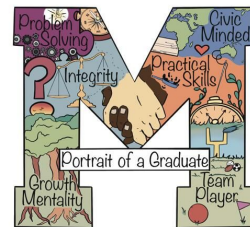
Identified Issue	Action Taken	Long-Term Plan
Master schedule for 2026-27 school year was wrong and had to be rebuilt. Schedule conflict existed between English III and Integrated Math. Changes needed to be made to provide for math intervention plans and classes	Master schedule rebuilt, courses were created/updated to match new master schedule in PowerSchool.	Full Program Review and updates made to program guide. Create a scheduling committee to assist in identifying needs and creating 2027-2028 master schedule. Audit of master schedule completed by school and district administration prior to publishing. 2027-28 Master Schedule Released

2. Student Schedules



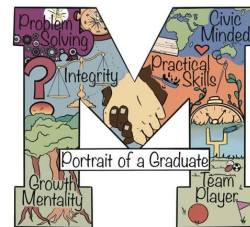
Identified Issue	Action Taken	Long-Term Plan
Student schedules for Fall 2026 classes were not started before summer break or completed by the expected June deadline. Student schedules did not go “live” until after the date communicated to the community.	Multiple district staff assisted in enrolling students in classes. Weekly audits were completed by administration and progress updates were shared. A student Schedule Change Request was created and shared on PowerSchool to streamline student and academic counselor communication and administrative oversight	To increase student agency, all students will create a grad plan tracker during their Crew. Students may use a paper or digital tracker. The tracker will be updated by students following each semester. Students will meet with their identified advocate/counselor to discuss classes, needs, and requests. Counselors will enter information obtained into a google form. Requests will also be entered into PowerSchool during the interview process. • 8th and 9th grade - Student Advocate • 10th and 11th grade - Academic Counselor • Middle School and back-up - Office manager All student schedules will be completed by June 1st and audit completed by June 5th.

3. Dual Enrollment



Identified Issue	Action Taken	Long-Term Plan
Students interested in college classes were not identified. Dual enrollment processes were not completed in a timely manner leading to students not being enrolled in desired classes. Registration window and application steps were unknown and not prioritized. There wasn't a system used to track students, steps, or completion.	Conferences were held with parents and students to identify missed steps. Multiple staff assisted with enrolling students in CDLS courses and identified next steps. Partner schools and alternate programs were contacted in an effort to course correct.	Academic counseling/student calendar created with key enrollment dates and deadlines. A student request form for college and online courses created and shared with students 1 week prior to enrollment opening date. Student priority list will be created based on student form responses and college deadline dates. A system for tracking student progress, registration, acceptance and additional follow-up will be created. Student meetings will be held to discuss the enrollment process. Directions and checklists will be utilized to track deadlines, application, registration, and acceptance.

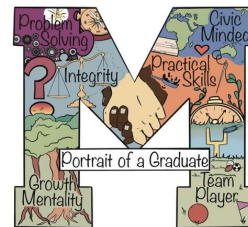
4. Communication



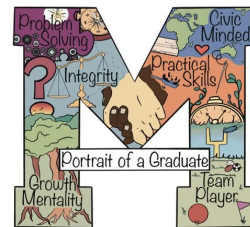
Identified Issue	Action Taken	Long-Term Plan
Lack of communication and/or response to families and students (emails, calls, student conversations) and lack of follow-through (schedules, dual enrollment, transcripts, college process, scholarships).	Transparent communication in Mancos Matters, Blue Jay Express, and with community. Connected with families in person and by phone to discuss concerns and address the immediate need. Held a senior information night for seniors and their families. Set expectations that emails must be checked first in the mornings and followed-up on that day.	An email address will be created for academic counseling group (academic counselor, student advocate, office manager, principal) in order to ensure multiple people have access to requests and oversight of follow-through. Continue to hold information nights for seniors, juniors, and incoming freshmen. Continue to utilize google forms and systems to document need and follow-through.

Identified Issue	Action Taken	Long-Term Plan
Internships, work study and Student Aide meetings did not occur; no reflection sheet provided; no worksite verification, no process for student check-ins and grading. No clear structure for staff who is responsible	Organized mandatory student orientations. Student reflection protocol and workbook updated and shared - (fall 26, spring 27)	Create and distribute student interest/enrollment form 4 weeks before new semester Review and update Secondary Work-Based Learning Handbook. Verify site contacts, scope of the experience, and safety protocols. Create a centralized digital attendance & timecard tracking to be shared with employers and students. VAssign academic counselor the responsibility of reviewing timecards and grading reflection assignments. Student reflection sheet updated and distributed each semester (fall 26, spring 27)

6. Post-Secondary Planning



Identified Issue	Action Taken	Long-Term Plan
No scholarship, FAFSA or college application information shared with students/families at the start of the year. Some early scholarship deadlines missed.	Created scholarship guide , spoke with partner schools to understand the enrollment process for each school. Created MOU with new partner school for 1 class, found alternative classes through ASU for students, held Senior & Family Information Night where additional trackers financial aid information, and post-secondary pathways were provided.	Create a monthly duty list and timeline, add events to a shared calendar created with reminders (updated each June), create a web page for academic counseling events to include resources, guides, and information/links to external sites. FAFSA, scholarship, college application workshops held each semester. Brag sheet , Distributed monthly senior milestone checklists .



We Are Mancos

“Coming together is a beginning, staying together is progress, and working together is success.” -Henry Ford

Have Concerns, Questions, or Ideas?

If a student, family, or community member shares a concern or has an idea, send them to our secondary support team:

Julie Porter (jporter@mancosre6.edu)
Josh Gardner (jgardner@mancosre6.edu)
Effie Manahan (emanahan@mancosre6.edu)
Mariel Mumm (mmumm@mancosre6.edu)

BC - School Board Member Conduct

Public office is a trust created by the confidence which the public places in the integrity of its public officers. To preserve this confidence, it is the desire of the Board to operate under the highest ethical standards.

In carrying out his/her fiduciary duties, a Board member shall not:

1. Disclose or use confidential information acquired in the course of official duties to further substantially the member's personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the Board member's public duties or which the member knows or should know is primarily for the purpose of a reward for official action taken.
3. Engage in a substantial financial transaction for the member's private business purposes with a person whom the member supervises in the course of official duties.
4. Perform an official act which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the member has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

It shall not be considered a breach of conduct for a Board member to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates.
2. Accept or receive a benefit as an indirect consequence of transacting school business.

Process for Addressing Violations:

The Board and each of its members are committed to faithful compliance with the provisions of the Board's policies. The Board recognizes that its failure to deal with violations of its policies risks the loss of public confidence in the Board's ability to govern effectively. Therefore, in the event of a member's violation of policy, the Board will address the violation through these best practices:

1. Conversation in a private setting between the offending member and the Board President or other individual board member;
2. Discussion between the offending board member and the full Board, which may lead to:

- a. Possible removal by the Board from any leadership or committee positions to which the offending member has been appointed or elected, and/or
- b. Public censure of the offending member of the Board as a means of separating the Board's focus and intent from those of the offending member.
- c. The Board will create and annually review a board violation handling process.

Adopted : April 18, 2022 (CASB Core Policy Adoption)

Reviewed and Revised: June 9, 2025

LEGAL REFS.: C.R.S. [1-45-101](#) *et seq.* (*Fair Campaign Practices Act*)

C.R.S. [22-32-110](#) (1)(k) (*specific powers of Boards*)

C.R.S. [24-6-201](#) *et seq.* (*Public Official Disclosure Law*)

C.R.S. [24-18-104](#) (*rules of conduct for all public officers, general assembly, local government officials and employees*)

C.R.S. [24-18-109](#) (*rules of conduct for local government officials and employees*)

BCB - School Board Member Conflict of Interest

Public office is a trust created in the interest of the common good and for the benefit of the people. A conflict of interest can arise when a public officer is unable to devote himself/herself with complete loyalty and singleness of purpose to the general public interest.

It is the intent of this policy to protect the public trust placed in directors of this school district. For purposes of this policy, the Board declares that a conflict of interest is a personal, pecuniary interest that is immediate, definite and demonstrable and which is or may be in conflict with the public interest.

A Board member who has a personal or private interest in a matter proposed or pending before the Board shall disclose such interest to the Board, shall not vote on it and shall not attempt to influence the decisions of other Board members in voting on the matter.

However, if a Board member has complied with statutory disclosure requirements by notifying the secretary of state of an interest in the matter, the member may vote if participation is necessary to obtain a quorum or otherwise enable the Board to act. If a member votes under these circumstances, that member shall state for the record the fact and summary nature of the potential conflict of interest.

The written disclosure to the secretary of state shall list as applicable the amount of the member's financial interest, the purpose and duration of any services rendered, compensation received for services or such other information necessary to describe the interest.

NOTE: The Colorado Supreme Court has held that a local board of education has the authority to adopt a conflict of interest policy prohibiting district employment while serving on the Board. *Montrose County Sch. Dist. RE-1J v. Lambert*, 826 P.2d 349 (Colo. 1992). Accordingly, the following paragraph is optional language which may be included at the Board's discretion.

The Board considers it a conflict of interest for a Board member to also be employed by the district. Therefore, the Board shall not hire any of its members as an employee of the district nor shall the Board approve any compensation for a member for services rendered to the district as an employee except for services rendered to the Board as provided by law. [State law allows the Board to compensate certain officers of the Board for services rendered in the course of their official Board duties, including the Board secretary, assistant secretary, treasurer and assistant treasurer.] Therefore, an employee elected to the Board shall be required to relinquish employment with the district prior to taking office. Employees are encouraged to consider this prior to running for the Board.

Members may be reimbursed for authorized expenses in carrying out Board duties as provided by law.

The Board shall not enter into any contract with any of its members or with a firm or corporation in which a member has a financial interest unless one or more of the following apply: 1. The contract is awarded to the lowest responsible bidder based on competitive bidding procedures.

2. The merchandise is sold to the highest bidder at a public auction.
3. The transaction involves investing or depositing money in a financial institution which is in the business of loaning money or receiving money.
4. If, because of geographic restrictions, the district could not otherwise reasonably afford the contract because the additional cost to the district would be greater than 10 percent of the contract with the interested member or if the contract is for services that must be performed within a limited time period and no other contractor can perform the services.
5. If the contract is one in which the Board member has disclosed a personal interest and is one on which the member has not voted or has voted as allowed in state law following disclosure to the secretary of state and to the Board.

Except as described above, a Board member shall not be a purchaser at any sale or a vendor for any district purchase made with non-federal funds.

NOTE: Federal law requires districts that receive federal funds to have "written standards of conduct covering conflicts of interest" applicable to Board members and the selection, award and administration of federally funded contracts. 2 C.F.R. 300.18(c). Thus, if the district receives federal funds, we recommend including the following section to meet this requirement.

Conflict of interest - federally funded transactions

Separate from state law and the Board's policies concerning the Board's standards of conduct and conflict of interest, federal law imposes restrictions on the conduct of Board members whenever the transaction in question is supported by federal funds subject to the Uniform Grant Guidance (UGG).

Under the UGG, a Board member shall not participate in the selection, award or administration of a contract supported by a federal award if the Board member has a conflict of interest as defined by the UGG.

A conflict of interest arises under the UGG when the Board member, any member of his or her immediate family, his or her business partner, or an organization which employs or is about to employ any of the aforementioned parties has a substantial financial or other interest in or would obtain a substantial tangible personal benefit from a firm considered for a contract.

In addition, the UGG prohibits Board members from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or parties to subcontracts that are federally funded, unless the gift is an unsolicited item of nominal value.

For purposes of this policy section only, "immediate family" means the Board member's spouse, partner in a civil union, children and parents. In determining whether a financial or other interest is "substantial," or whether anything solicited or accepted for private benefit is of "nominal value," the Board shall follow the standards of conduct and corresponding definitions applicable to local public officials under state law.

These minimum federal requirements are not waivable in connection with any transaction or contract to which they apply.

A Board member who violates the standards of conduct set forth in this policy's section may be subject to censure or other disciplinary action, in accordance with the Board's authority and state law.

Further Clarification regarding Board Member Conflict of Interest with intention to create public trust as follows:

1. A member of the Board shall not receive any compensation for services rendered to the district other than legally defined and authorized compensation for serving as a member of the Board. This provision shall not prohibit members from receiving reimbursement for authorized expenses incurred during the performance of board duties.

ADOPTED: April 22, 2022 (CASB Core Policy Adoption)

REVISED: June 9, 2025

LEGAL REFS.: 2 C.F.R. 200.318 (c) (Uniform Grant Guidance - written standards of conduct covering conflicts of interest required concerning the selection, award and administration of contracts supported by federal funds)

Colorado Constitution, Article X, Section 13

C.R.S. [22-32-109](#) (1)(y) (duty of board to adopt bylaws on conflicts of interest)

C.R.S. [24-18-109](#) (government rules of conduct)

C.R.S. [24-18-110](#) (voluntary disclosure)

C.R.S. [24-18-201](#) (standards of conduct - interests in contracts)

C.R.S. [24-18-202](#) (standards of conduct - interests in sales)

CROSS REFS.: [BC](#), School Board Member Conduct

[BCA-E-1](#), Code of Ethics for School Board Member

[BEDF](#), Voting Method

[BID/BIE](#), School Board Member
Compensation/Insurance/Expenses/Liability

[DJE](#), Bidding Procedures

[DKC](#), Expense Authorization/Reimbursement (Mileage and Travel)

CBI - Evaluation of Superintendent

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

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

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

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

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

Adopted: April 18, 2022 (CASB Core Policy Adoption)

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

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

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

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

[CBD](#), Superintendent's Contract

DB - Annual Budget

The annual budget is the financial plan for the operation of the school system. It provides the framework for both expenditures and revenues for the year and future years and translates into financial terms the educational programs and objectives of the district.

Five-year budget plan

The superintendent or designee is directed to develop, subject to annual approval by the Board, a five-year budget plan that assures the future financial viability of the district and achievement of the district's objectives and takes into account future revenue, including tax and non-tax revenue, and future increases in operating expenses.

Budget process

Public school budgeting is regulated and controlled by statutes and by requirements of the State Board of Education that prescribe the form of district budgets in order to ensure uniformity throughout the state.

The budget shall be presented in a summary format that is understandable by any layperson. The budget format shall itemize expenditures of the district by fund and by student. It shall describe the expenditure and show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year. When budgeting for any enterprise funds, the district shall use the full accrual basis of accounting. The budget shall summarize revenues by revenue source and expenditures by function, fund and object.

The budget shall include a uniform summary sheet for each fund administered by the district that details the beginning fund balance and anticipated ending fund balance for the budget year; the anticipated fund revenues for the budget year; the anticipated transfers and allocations that will occur to and from the fund during the budget year; the anticipated expenditures that will be made from the fund during the budget year; and the amount of reserves in the fund.

The budget also shall disclose planned compliance with spending limitations outlined in Article X, Section 20, of the Colorado Constitution, including holding TABOR reserve funds in an unrestricted general fund or in cash funds.

The Board assigns to the superintendent overall responsibility for annual budget preparation, budget presentation and budget administration. As part of the superintendent's budget responsibility, the superintendent shall cause to be prepared a budget preparation calendar that shall ensure that all deadlines established by law for budget presentation, hearings and adoption and for certification of amounts to be raised by school tax levies are met by the school district. The budget calendar shall take into consideration the possible need to submit a request to raise additional local revenue to a vote by the district's electorate. The superintendent shall have authority to delegate portions of his or her budget responsibility to the business manager of the district.

The budget prepared and presented by the superintendent shall be consistent with the budget priorities of the Board as established in policy DBD.

Operating reserve

Maintaining a fiscal year-end fund balance as an operating reserve in the general fund is a beneficial and sound financial management practice. The Board of Education assigns to the superintendent or designee the responsibility of accumulating and maintaining a general fund balance amounting to 25% of the district's current fiscal year adopted budget as an operating reserve. In the event the operating reserve falls below this amount, the superintendent shall develop a corrective action plan which includes how and when the operating reserve will be brought back to this level. This amount will be in excess of the emergency reserve required by Article X, Section 20 of the Colorado Constitution (TABOR).

The operating reserve is intended to serve as a "rainy day" fund and will be used only for an unexpected

loss of revenue or an extraordinary expenditure. Expenditures from this reserve shall be reported to the Board.

If any part of the operating reserve is used in any fiscal year to cover an unexpected loss of revenue or an extraordinary expenditure, funds will be reallocated to restore the year-end fund balance in the operating reserve before any other budget allocations in the subsequent fiscal year, unless the Board of Education approves otherwise.

Capital reserve

Maintaining resources in the capital reserve fund is a beneficial and sound business practice and protects the public's investment in school district facilities. The Board directs the superintendent or designee to budget an amount up to \$800 per pupil each year to the capital reserve account for capital outlay expenditures authorized in state law. This amount shall be transferred from the general fund to the capital reserve fund. The amount transferred from the general fund may be reduced by any money collected from the sale of land, buildings or both or any payments collected from the dedication of lands or voluntary contributions from a developer.

Adopted: April 18, 2022 (CASB Core Policy Adoption)

LEGAL REFS.: C.R.S. [22-11-302](#) (1)(a) *(district accountability committee budget recommendations)*
C.R.S. [22-11-402](#) (1)(a) *(school level accountability committee budget recommendations)*
C.R.S. [22-32-109](#) (1)(b)
C.R.S. [22-44-101](#) through [117](#) *(school district budget law, Board shall cause a proposed budget to be prepared and shall adopt a budget for each fiscal year)*
C.R.S. [22-44-106](#) *(operating reserve)*
C.R.S. [22-44-301](#) *et seq. (Public School Financial Transparency Act)*
C.R.S. [22-45-103](#) (1)(c) *(authorized expenditures from capital reserve fund)*
C.R.S. [29-1-103](#) (3) *(budget to reflect lease-purchase payment obligations)*

CROSS REFS.: [DAB](#)*, Financial Administration
[DB](#) subcodes, (all relate to the budget)

DJE - Bidding Procedures

All contractual services and purchases of supplies, materials, and equipment in the amount of \$10,000 or more will be put to bid. This does not apply, however, to professional services or instructional services or materials. Other purchases may be made in the open market but will, when possible, be based on competitive quotations or prices.

Competitive selection

All contracts and all open market orders will be awarded to the lowest responsible qualified supplier, taking into consideration the quality of materials (services) desired and their contribution to program goals.

The Board reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the district.

Pre-qualification

With regard to materials or services for which bids are required, the superintendent or designee will develop a procedure to pre-qualify bidders. Suppliers will be invited to have their names placed on mailing lists to receive information about pre-qualifying. When specifications are prepared, they will be mailed to all merchants and firms who have pre-qualified. Only pre-qualified bidders may submit bids.

Response receipt and opening

All bids must be submitted in sealed envelopes, addressed to the Board, and plainly marked with the bid number and the time of the bid opening. Bids will be opened in public by appropriate district officials or employees at the time specified, and all bidders will be invited to be present.

Awarding a bid

The bidder to whom an award is made will be required to submit to the district proof of liability insurance and when appropriate, proof of workers' compensation insurance, and may be required to enter into a written contract with the district. Any written contract must include a provision requiring a criminal background check for any person providing direct services to students under the contract, including but not limited to transportation, instruction, or food services as required by law. The contracting entity is responsible for any costs associated with the background check.

Adopted: April 18, 2022 (CASB Core Policy Adoption)

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

C.R.S. [22-32-109.7](#) (board duties regarding the employment of personnel)

C.R.S. [22-32-122](#) (4) (background check provision required in service contracts)

C.R.S. [24-18-201](#) (public official's interest in contract)

CROSS REFS.: [BCB](#), School Board Member Conflict of Interest

[DJB*](#), Federal Procurement

EHC* - Safeguarding Personal Identifying Information

The Board is committed to protecting the confidentiality of personal identifying information (PII) obtained, created and/or maintained by the district. The Board directs district staff to safeguard PII in accordance with this policy, other Board policies concerning the creation, use, storage or destruction of PII, and applicable law.

The district shall implement and maintain reasonable security procedures appropriate to the nature of the PII to protect against unauthorized access, use, modification, disclosure or destruction. The district shall require third parties that create, maintain and/or obtain PII to also maintain reasonable security procedures appropriate to the nature of the PII designed to protect against unauthorized access, use, modification, disclosure or destruction.

The district shall ensure that records containing PII are appropriately destroyed when no longer needed and in such a manner as to make the PII unreadable or indecipherable, unless such record is required to be retained by applicable law.

In the event of a security breach, as that term is defined by state law, the district shall conduct a prompt investigation to determine the likelihood that personal information has been or will be misused and notify those Colorado residents affected by the breach, the Colorado Attorney General's office and consumer reporting agencies, in accordance with the notification and timeline requirements of state law.

Adopted: April 18, 2022 (CASB Core Policy Adoption)

LEGAL REF.: C.R.S. [24-73-101](#) et seq. (*consumer data privacy laws applicable to governmental entities, including school districts*)

CROSS REFS.: [EGAEA](#), Electronic Communication

[EHB](#), Record Retention

[GBJ](#), Personnel Records and Files

[JRA/JRC](#), Student Records/Release of Information on Students

[JRCB*](#), Privacy and Protection of Confidential Student Information

GCQF - Discipline, Suspension and Dismissal of Professional Staff

(And Contract Nonrenewal)

The Board of Education shall follow procedures established by law for the suspension and dismissal of teachers.

Full-time probationary teachers, currently employed by the Board, shall be reemployed for the succeeding academic year at the appropriate salary unless the Board does not renew the contract of such teacher pursuant to law.

This provision also shall apply to teachers employed on a part-time continuous basis by the district and by the San Juan Board of Cooperative Educational Services.

The superintendent shall be authorized to suspend with pay or place on administrative leave a professional staff member as a disciplinary measure and/or pending an internal investigation when a professional staff member is accused of serious misconduct. The superintendent shall report all such suspensions to the Board at its next meeting and shall make a recommendation if further disciplinary action is warranted.

A teacher shall not be subject to any disciplinary proceeding including dismissal for actions which were in good faith and in compliance with the district's discipline code, nor shall a contract nonrenewal be based on such lawful actions.

The district shall not obtain consumer credit reports on a current employee unless the district is evaluating the employee for promotion, reassignment or retention. In all cases where credit information or reports are obtained and/or relied upon for purposes of reassigning, terminating or denying the promotion of an employee, the district shall comply with the Fair Credit Reporting Act and applicable state law.

The district shall comply with the mandatory reporting requirements concerning allegations of unlawful behavior involving a child and other offenses, in accordance with state law and the regulation accompanying this policy.

Adopted: April 18, 2022 (CASB Core Policy Adoption)

LEGAL REFS.: 15 U.S.C. 1681 et seq. (Fair Credit Reporting Act)

20 U.S.C. 7926 (ESSA prohibition against employment assistance for school employees who have engaged in sexual misconduct with a student or minor)

C.R.S. [8-2-126](#) (limits employers' use of consumer credit information)

C.R.S. [19-3-301](#) et seq. (Child Protection Act of 1987)

C.R.S. [22-2-119](#) (duty to make inquiries prior to hiring)

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

C.R.S. [22-32-109.7](#) (specific duties regarding hiring inquiries and reporting)

C.R.S. [22-63-202](#) (3) (temporary suspension during contract period)

C.R.S. [22-63-202](#) (4) (disclosure of reasons why left employment)

C.R.S. [22-63-203](#) (renewal and non-renewal of probationary teacher contracts)

C.R.S. [22-63-301](#) et seq. (dismissal of licensed staff)

1 CCR [301-37](#), Rule 2260.5-R-10.05

JRCB* - Privacy and Protection of Confidential Student Information

The Board is committed to protecting the confidentiality of student information obtained, created and/or maintained by the district. Student privacy and the district's use of confidential student information are protected by federal and state law, including the Family Educational Rights and Privacy Act (FERPA) and the Student Data Transparency and Security Act (the Act). The Board directs district staff to manage its student data privacy, protection and security obligations in accordance with this policy and applicable law.

Definitions

"Student education records" are those records that relate directly to a student. Student education records may contain, but not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations; reports of serious or recurrent behavior patterns and any Individualized Education Program (IEP).

"Student personally identifiable information" or "student PII" means information that, alone or in combination, personally identifies an individual student or the student's parent or family, and that is collected, maintained, generated, or inferred by the district, either directly or through a school service, or by a school service contract provider or school service on-demand provider.

"Security breach" means the unauthorized disclosure of student education records or student PII by a third party.

The following terms used in this policy shall be as defined by the Act: "school service," "school service contract provider" and "school service on-demand provider."

Access, collection and sharing within the district

The district shall follow applicable law and Board policy in the district's access to, collection and sharing of student education records.

District employees shall ensure that confidential information in student education records is disclosed within the district only to officials who have a legitimate educational interest, in accordance with applicable law and Board policy.

Outsourcing and disclosure to third parties

District employees shall ensure that student education records are disclosed to persons and organizations outside the district only as authorized by applicable law and Board policy. The term "organizations outside the district" includes school service on-demand providers and school service contract providers.

Any contract between the district and a school service contract provider shall include the provisions required by the Act, including provisions that require the school service contract provider to safeguard the privacy and security of student PII and impose penalties on the school service contract provider for noncompliance with the contract.

In accordance with the Act, the district shall post the following on its website:

- ☐ a list of the school service contract providers that it contracts with and a copy of each contract; and
- ☐ to the extent practicable, a list of the school service on-demand providers that the

district uses.

Privacy and security standards

The security of student education records maintained by the district is a high priority. The district shall maintain an authentication and authorization process to track and periodically audit the security and safeguarding of student education records.

Security breach or other unauthorized disclosure

Employees who disclose student education records in a manner inconsistent with applicable law and Board policy may be subject to disciplinary action, up to and including termination from employment. Any discipline imposed shall be in accordance with applicable law and Board policy.

Employee concerns about a possible security breach shall be reported immediately to the superintendent. If the superintendent is the person alleged to be responsible for the security breach, the staff member shall report the concern to the Board President.

When the district determines that a school service contract provider has committed a material breach of its contract with the district, and that such material breach involves the misuse or unauthorized release of student PII, the district shall follow this policy's accompanying regulation in addressing the material breach.

Nothing in this policy or its accompanying regulation shall prohibit or restrict the district from terminating its contract with the school service contract provider, as deemed appropriate by the district and in accordance with the contract and the Act.

Data retention and destruction

The district shall retain and destroy student education records in accordance with applicable law and Board policy.

Staff training

The district shall provide periodic in-service trainings to appropriate district employees to inform them of their obligations under applicable law and Board policy concerning the confidentiality of student education records.

Parent/guardian complaints

In accordance with this policy's accompanying regulation, a parent/guardian of a district student may file a written complaint with the district if the parent/guardian believes the district has failed to comply with the Act.

Parent/guardian requests to amend student education records

Parent/guardian requests to amend his or her child's education records shall be in accordance with the district's procedures governing access to and amendment of student education records under FERPA, applicable state law and Board policy.

Oversight, audits and review

The superintendent shall be responsible for ensuring compliance with this policy and its required privacy and security standards.

The district's practices with respect to student data privacy and the implementation of this policy shall be periodically audited by the superintendent or designee.

A privacy and security audit shall be performed by the district on an annual basis. Such audit shall include a review of existing user access to and the security of student education records and student PII.

The [insert appropriate administrator here] or designee shall annually review this policy and accompanying regulation to ensure it remains current and adequate to protect the confidentiality of student education records in light of advances in data technology and dissemination. The [insert appropriate administrator here] shall recommend revisions to this policy and/or accompanying regulation as deemed appropriate or necessary.

Compliance with governing law and Board policy

The district shall comply with FERPA and its regulations, the Act, and other state and federal laws governing the confidentiality of student education records. The district shall be entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law shall control.

Adopted: April 18, 2022 (CASB Core Policy Adoption)

LEGAL REFS.: 15 U.S.C. 6501 et seq. (Children's Online Privacy Protection Act)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. 1232h (Protection of Pupil Rights Amendment)
20 U.S.C. 1415 (IDEIA procedural safeguards, including parent right to access student records)
20 U.S.C. 8025 (access to student information by military recruiters)
34 C.F.R. 99.1 et seq. (FERPA regulations)
34 C.F.R. 300.610 et seq. (IDEIA regulations concerning confidentiality of student education records)
C.R.S. [19-1-303](#) and 304 (records and information sharing under Colorado Children's Code)
C.R.S. [22-1-123](#) (district shall comply with FERPA and federal law on protection of pupil rights)
C.R.S. [22-16-101](#) et seq. (Student Data Transparency and Security Act)
C.R.S. [22-16-107](#) (2)(a) (policy required regarding public hearing to discuss a material breach of contract by school service contract provider)
C.R.S. [22-16-107](#) (4) (policy required regarding student information privacy and protection)
C.R.S. [22-16-112](#) (2)(a) (policy required concerning parent complaints and opportunity for hearing)
C.R.S. [24-72-204](#) (3)(a)(VI) (schools cannot disclose student address and phone number without consent)
C.R.S. [24-72-204](#) (3)(d) (information to military recruiters)
C.R.S. [24-72-204](#) (3)(e)(I) (certain FERPA provisions enacted into Colorado Law)
C.R.S. [24-72-204](#) (3)(e)(II) (disclosure by staff of information gained through personal knowledge or observation)
C.R.S. [24-80-101](#) et seq. (State Archives and Public Records Act)
C.R.S. [25.5-1-116](#) (confidentiality of HCPF records)

CROSS REFS.: [BEDH](#), Public Participation at School Board Meetings
[EHB](#), Records Retention

[GBEB](#), Staff Conduct (And Responsibilities)

[GBEE*](#), Staff Use of the Internet and Electronic Communications

[JLDAC](#), Screening/Testing of Students (And Treatment of Mental Disorders)

[JRA/JRC](#), Student Records/Release of Information on Students

[JRCA*](#), Sharing of Student Records/Information between School District and State Agencies

[JS*](#), Student Use of the Internet and Electronic Communications

[KLMA](#), Relations with Military Recruiters, Postsecondary Institutions and Prospective Employers

KDB - Public's Right to Know/Freedom of Information

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

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

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

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

Adopted: April 18, 2022 (CASB Core Policy Adoption)

LEGAL REFS.: C.R.S. [22-9-109](#) (*exemption from public inspection*)

C.R.S. [22-32-109](#) (1)(c) (*documents available for public inspection*)

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

C.R.S. [24-72-201](#) *et seq.* (*access to public records*)

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

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

CROSS REFS.: [BEDA](#), Notification of School Board Meetings

[BEDG](#), Minutes

[DAB*](#), Financial Administration

[EGAEA](#), Electronic Communication

[GBJ](#), Personnel Records and Files

[JRA/JRC](#), Student Records/Release of Information on Students

KLG - Relations with State and Federal Agencies

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

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

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

1. Development and periodic review of crisis prevention and management plans and safe school plans;
2. Assessment of District and building security, safety, and violence prevention policies and procedures;
3. Development of guidelines for how and when to contact state and/or federal agencies and what support the District will provide to aid in the effectiveness of the state and/or federal agency; and
4. Protection of the civil rights of all individuals.
 - a. The District is committed to protecting the immigration status of its students and their parents. To aid in the safeguarding of this information, the District will follow the procedures outlined in regulation KLG-R.

Adopted: April 18, 2022 (CASB Core Policy Adoption)

Reviewed & Revised: August 25, 2025 (Emergency Resolution Adoption)

LEGAL REFS.: C.R.S. [22-32-109.1](#) (3) (agreements with state agencies)

C.R.S. 24-74.1-102 (policies regarding data and access in relation to immigration status)

CROSS REFS.: [ECA/ECAB](#), Security/Access to Buildings

[JIH](#), Student Interviews, Interrogations, Searches and Arrests

[KDE](#), Crisis Management (Safety, Readiness and Incident Management Planning)

KLG-R, Relations with Federal Immigration Officials

JKA-E-1 - Student Restraint Incident Report Form

Student: _____ School: _____

Date: _____ Time: _____

Location: _____

Staff directly involved in restraint (include names and titles; attach supplemental statements, if any):

Witnesses (include names and titles):

Description of events immediately before the behavior occurred:

Efforts/alternatives made prior to the use of restraint:

_____ Teaching interaction

_____ Offered self-control strategy

_____ Verbal de-escalation

_____ Other(s) (please describe): _____

Type of restraint used:

Time restraint began: _____

Time restraint ended: _____

Chronological description of incident (include behavior, statements made, actions taken):

Resolution:

- _____ Student calm/reintegrated into classroom/educational programming
- _____ Student calm/additional time provided for de-escalation outside of instructional setting
- _____ Additional support requested (medical/mental health/parent/police)
- _____ Other(s) (please describe): _____

Injuries or property loss/damage:

Persons notified of incident (include name, title, date and time notified):

Name and title of person writing report

Signature

Checklist	Date	Comments
If an injury to staff or student has occurred, submit student accident report and/or staff incident report.		
Building principal or designee verbally notify parent by end of the school day that the restraint was used.		
Conduct internal review of incident of restraint.		
Review documentation to ensure use of alternative strategies and recommend adjustments to procedures, if appropriate.		

Report emailed, mailed or faxed to parent within five calendar days of the use of restraint.		
If requested by parents or the school, convene a meeting (that may be an IEP, BIP or 504 meeting) to review the incident.		

Copies: parent, student's confidential file [required]

Adopted: April 18, 2022 (CASB Core Policy Adoption)

JKA-E-1 Student Restraint Incident Report Form

Student: _____ School: _____

Date: _____ Time: _____

Location: _____

Staff directly involved in restraint (include names and titles; attach supplemental statements, if any):

Witnesses (include names and titles):

Description of events immediately before the behavior occurred:

Efforts/alternatives made prior to the use of restraint:

_____ Teaching interaction

_____ Offered self-control strategy

_____ Verbal de-escalation

_____ Other(s) (please describe): _____

Type of restraint used: _____

Time restraint began: _____

Time restraint ended: _____

Chronological description of incident (include behavior, statements made, actions taken):

Resolution:

- ☐ Student calm/reintegrated into classroom/educational programming
- ☐ Student calm/additional time provided for de-escalation outside of instructional setting
- ☐ Additional support requested (medical/mental health/parent/police)
- ☐ Other(s) (please describe): _____

Injuries or property loss/damage:

Persons notified of incident (include name, title, date and time notified):

Name and title of person writing report

Signature

Checklist**Date****Comments**

If an injury to staff or student has occurred, submit student accident report and/or staff incident report.

Building principal or designee verbally notify parent by end of the school day that the restraint was used.

Conduct internal review of incident of restraint.

Review documentation to ensure use of alternative strategies and recommend adjustments to procedures, if appropriate.

If any restraint was used a written report of the incident was filled out no later than one school day after the incident.

If restraint was between one and five minutes, written notice given to parents on the day of the restraint

If restraint was five minutes or more or any seclusion, verbal or written notice given to parent on the day of restraint or seclusion, and written report emailed, mailed or faxed to parent

within five calendar days of
the use of restraint.

If requested by parents or
the school, convene a
meeting (that may be an
IEP, BIP or 504 meeting) to
review the incident.

Copies: parent, student's confidential file [required]

Adopted: Add Mancos Dates HERE

[Revised September 2026]
COLORADO SAMPLE EXHIBIT 2010©

JKA-E-2 - Complaint Procedures and Regulations Regarding the Use of Restraint or Seclusion, 1 CCR [301-45](#), 2620-R-2.07

According to applicable rules of the Colorado State Board of Education, the following represents the process that must be followed when a student or the student's parent/guardian wishes to file a complaint about the use of restraint or seclusion by a district employee.

2.07(1) A student or a parent or legal guardian may file a complaint about the use of restraint or seclusion used by an employee or volunteer of a school or charter school of [a] school district or Board of Cooperative Services or any institute charter school by using the procedures established under this section 2.07.

2.07(2) Required Content of the Complaint: The Complaint must contain the following information:

2.07(2)(a) A statement that the employee or volunteer has violated a requirement regarding the use of restraints and an identification of the portion of the statute, rule, or regulation alleged to have been violated, if known by the complainant;

2.07(2)(b) The background information and facts on which the Complaint is based that identify persons, actions and/or omissions;

2.07(2)(c) The name and the residential address of the child against whom the alleged violation occurred;

2.07(2)(d) The name of the school that the child was attending when the alleged violation occurred;

2.07(2)(e) A proposed resolution of the problem to the extent known and available to the complainant at the time the Complaint is filed;

2.07(2)(f) The Complaint must allege that the violation(s) set forth in the Complaint occurred not more than one (1) year prior to the date that the Complaint is filed with the Colorado Department of Education (CDE);

2.07(2)(g) The signature and contact information (minimally, address and telephone number) for the complainant; and

2.07(2)(h) Written verification in a cover letter accompanying the Complaint that a complete copy of the Complaint and any attachments have also been mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES, or the Charter School Institute) serving the child.

2.07(3) The Complaint, including any attachments, must be mailed, hand-delivered, or delivered by other secure method to the IDEA State Complaints:

IDEA Part B State Complaints Officer

Colorado Department of Education

Exceptional Student Leadership Unit, Dispute Resolution Office

1560 Broadway, Suite 1175

Denver, Colorado 80202

Additionally, as noted in paragraph 2.07(2)(h) above, a complete copy of the Complaint, including any attachments, must also be mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district,

BOCES or the Charter School Institute) serving the child.

2.07(4) Complaints involving children with disabilities

2.07(4)(a) If the State Complaints Officer determines that the Complaint alleges a violation of the IDEA or its implementing regulations in 34 CFR Part 300, then the Complaint shall be processed through CDE's IDEA dispute resolution process. In these cases, the State Complaints Officer shall also have the authority to investigate and process a Complaint alleging improper use of seclusion and restraints in accordance with the timelines and procedures outlined in these rules.

2.07(4)(b) If the State Complaints Officer determines that the Complaint does not meet the criteria under section 2.07(4)(a), he or she shall refer the Complaint to the Restraint Complaints Officer (RCO) within five (5) calendar days of receiving the Complaint and shall notify the complainant in writing of this referral.

2.07(4)(c) Nothing in this subsection shall require the complainant to submit an additional Complaint directly to the RCO.

2.07(5) The Complaint shall be considered properly filed with the Department when it is received in CDE's Dispute Resolution Office and satisfies paragraph 2.07(2) above. A Complaint, once filed, will not be accepted for investigation if the CDE does not have jurisdiction (i.e., authority) to investigate; or if the Complaint does not set forth sufficient grounds on which to grant relief.

2.07(6) Within ten calendar (10) days of receipt of the Complaint, the RCO shall decide to accept or reject the Complaint for investigation and notify the complainant in writing. If the Complaint was sent via mail, the RCO's decision shall be postmarked by the 10th day. If the Complaint is accepted, the RCO shall:

2.07(6)(a) Notify the complainant of receipt and acceptance of the Complaint;

2.07(6)(b) Notify, by certified or overnight mail, the public education agency of each and every allegation contained in the Complaint together with a complete copy of the Complaint; and

2.07(6)(c) Initiate an investigation concerning the allegations contained in the Complaint.

2.07(7) Complaint Timelines:

2.07(7)(a) Response: Within fifteen (15) calendar days of receiving the RCO's notification of the Complaint, the public education agency may file a Response to the Complaint allegations and provide information which it deems necessary or useful for the RCO to consider in conducting a thorough investigation. If the public education agency fails to timely respond to an allegation, the RCO may, in his/her sole discretion, deem the allegation admitted.

The Response is due by 5:00 p.m. on the date due. The public education agency shall provide any written Response to the RCO and also a complete copy of the Response, including any attachments, to the complainant unless doing so would violate relevant laws regarding confidentiality. The public education agency shall provide the RCO with a legible copy of the written tracking receipt which verifies that a complete copy of the Response, including any attachments, was sent by certified or overnight mail to the complainant.

2.07(7)(b) Reply: Within ten (10) calendar days of delivery of the response, the complainant may file a written Reply to the Response, including any attachments, in support of his/her position. The complainant shall provide any written Reply to the RCO at the address identified in paragraph 2.07(3), above, and also provide the RCO

by 5:00 p.m. on the date due with written verification that a complete copy of the Reply, including any attachments, was also mailed or hand-delivered to the public education agency.

The Response and Reply must be delivered by 5:00 p.m. on the date due to the office of the RCO and not merely postmarked by the due date. If the Response or Reply is untimely, the RCO may, within his or her sole discretion, refuse to consider the late document.

2.07(7)(c) Timeline Extensions: If the RCO finds that exceptional circumstances exist with respect to a particular Complaint, the RCO may, in his or her sole discretion, extend for a reasonable period of time, any of the timelines set forth in these Complaint procedures. Any request and extension of a timeline must occur prior to expiration of the timeline and shall be documented in a written order issued by the RCO prior to the expiration of the timeline and mailed to the parties. The RCO does not have authority to extend the regulatory statute of limitations of one (1) year described in Section 2.07(2)(f) above.

2.07(7)(d) If one or more due dates in the process fall on a weekend or a state holiday, the due date shall be the next calendar day following a weekend or state holiday if the due date is on a weekend or state holiday.

2.07(8) Complaint Investigations:

2.07(8)(a) The Complaint investigation may include, but is not limited to: an onsite investigation; request(s) that the complainant or public education agency provide additional information; and request(s) to review records in the possession of either party.

2.07(8)(b) Any time after a Complaint is filed and before the Complaint is resolved, the RCO may recommend a public education agency to undertake immediate action in an extraordinary situation when it is imperative to do so in order to protect the rights, health or safety of any student.

2.07(8)(c) The CDE, through the RCO, shall have sixty (60) calendar days from the date of receipt of the properly filed Complaint, to resolve the Complaint. The parties may mutually agree to extend the sixty (60) calendar day time limit in order to engage in voluntary mediation. Any extension of the Decision due date will be set by the RCO to a date certain as per section 2.07(7)(c), above.

2.07(9) Complaint Resolution:

2.07(9)(a) The RCO shall issue a written decision which details the findings of fact and conclusions of law unless the issues have been previously resolved. Based upon a finding that a public education agency has failed substantially to comply with state laws and regulations for the use of restraint, the RCO will, as part of the resolution of the Complaint, make recommendations to the public education agency of remedial actions that may be taken in order to come into compliance with applicable law and regulations, (e.g., technical assistance and training activities).

2.07(9)(b) The RCO shall have no authority to require corrective action by the public education agency, including but not limited to compensatory education for the child who is the subject of the complaint, monetary reimbursement or attorney fees.

2.07(9)(c) The decision of the RCO shall be final.

Adopted: April 18, 2022 (CASB Core Policy Adoption)

File: JKA-E-2 - Complaint Procedures and Regulations Regarding the Use of Restraint or Seclusion, 1 CCR [301-45](#), 2620-R-2.07

NOTE: While Colorado school districts are not required by law to adopt an exhibit on this subject, this sample reflects the complaint procedures approved by the Colorado State Board of Education that parents may use to file a complaint regarding the use of restraint and seclusion. The district must include the process for filing a complaint as set forth by these State Board rules in the student conduct and discipline code distributed to students. C.R.S. [22-32-109.1](#) (2)(a)(I)(L).

According to applicable rules of the Colorado State Board of Education, the following represents the process that must be followed when a student or the student's parent/guardian wishes to file a complaint about the use of restraint or seclusion by a district employee.

2.07(1) A student or a parent or legal guardian may file a complaint about the use of restraint or seclusion used by an employee or volunteer of a school or charter school of a school district or Board of Cooperative Services or any institute charter school by using the procedures established under this section 2.07.

2.07(2) Required Content of the Complaint: The Complaint must contain the following information:

2.07(2)(a) A statement that the employee or volunteer has violated a requirement regarding the use of restraints and an identification of the portion of the statute, rule, or regulation alleged to have been violated, if known by the complainant;

2.07(2)(b) The background information and facts on which the Complaint is based that identify persons, actions and/or omissions;

2.07(2)(c) The name and the residential address of the child against whom the alleged violation occurred;

2.07(2)(d) The name of the school that the child was attending when the alleged violation occurred;

2.07(2)(e) A proposed resolution of the problem to the extent known and available to the complainant at the time the Complaint is filed;

2.07(2)(f) The Complaint must allege that the violation(s) set forth in the Complaint occurred not more than one (1) year prior to the date that the Complaint is filed with the Colorado Department of Education (CDE);

2.07(2)(g) The signature and contact information (minimally, address and telephone number) for the complainant; and

2.07(2)(h) Written verification in a cover letter accompanying the Complaint that a complete copy of the Complaint and any attachments have also been mailed,

hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES, or the Charter School Institute) serving the child.

2.07(3) The Complaint, including any attachments, must be mailed, hand-delivered, or delivered by other secure method to the IDEA State Complaints:

IDEA Part B State Complaints Officer

Colorado Department of Education

Exceptional Student Leadership Unit, Dispute Resolution Office

1560 Broadway, Suite 1175

Denver, Colorado 80202

Additionally, as noted in paragraph 2.07(2)(h) above, a complete copy of the Complaint, including any attachments, must also be mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES or the Charter School Institute) serving the child.

2.07(4) Complaints involving children with disabilities

2.07(4)(a) If the State Complaints Officer determines that the Complaint alleges a violation of the IDEA or its implementing regulations in 34 CFR Part 300, then the Complaint shall be processed through CDE's IDEA dispute resolution process. In these cases, the State Complaints Officer shall also have the authority to investigate and process a Complaint alleging improper use of seclusion and restraints in accordance with the timelines and procedures outlined in these rules.

2.07(4)(b) If the State Complaints Officer determines that the Complaint does not meet the criteria under section 2.07(4)(a), he or she shall refer the Complaint to the Restraint Complaints Officer (RCO) within five (5) calendar days of receiving the Complaint and shall notify the complainant in writing of this referral.

2.07(4)(c) Nothing in this subsection shall require the complainant to submit an additional Complaint directly to the RCO.

2.07(5) The Complaint shall be considered properly filed with the Department when it is received in CDE's Dispute Resolution Office and satisfies paragraph 2.07(2) above. A Complaint, once filed, will not be accepted for investigation if the CDE does not have jurisdiction (i.e., authority) to investigate; or if the Complaint does not set forth sufficient grounds on which to grant relief.

2.07(6) Within ten calendar (10) days of receipt of the Complaint, the RCO shall decide to accept or reject the Complaint for investigation and notify the complainant

in writing. If the Complaint was sent via mail, the RCO's decision shall be postmarked by the 10th day. If the Complaint is accepted, the RCO shall:

2.07(6)(a) Notify the complainant of receipt and acceptance of the Complaint;

2.07(6)(b) Notify, by certified or overnight mail, the public education agency of each and every allegation contained in the Complaint together with a complete copy of the Complaint; and

2.07(6)(c) Initiate an investigation concerning the allegations contained in the Complaint.

2.07(7) Complaint Timelines:

2.07(7)(a) Response: Within fifteen (15) calendar days of receiving the RCO's notification of the Complaint, the public education agency may file a Response to the Complaint allegations and provide information which it deems necessary or useful for the RCO to consider in conducting a thorough investigation. If the public education agency fails to timely respond to an allegation, the RCO may, in his/her sole discretion, deem the allegation admitted.

The Response is due by 5:00 p.m. on the date due. The public education agency shall provide any written Response to the RCO and also a complete copy of the Response, including any attachments, to the complainant unless doing so would violate relevant laws regarding confidentiality. The public education agency shall provide the RCO with a legible copy of the written tracking receipt which verifies that a complete copy of the Response, including any attachments, was sent by certified or overnight mail to the complainant.

2.07(7)(b) Reply: Within ten (10) calendar days of delivery of the response, the complainant may file a written Reply to the Response, including any attachments, in support of his/her position. The complainant shall provide any written Reply to the RCO at the address identified in paragraph 2.07(3), above, and also provide the RCO by 5:00 p.m. on the date due with written verification that a complete copy of the Reply, including any attachments, was also mailed or hand-delivered to the public education agency.

The Response and Reply must be delivered by 5:00 p.m. on the date due to the office of the RCO and not merely postmarked by the due date. If the Response or Reply is untimely, the RCO may, within his or her sole discretion, refuse to consider the late document.

2.07(7)(c) Timeline Extensions: If the RCO finds that exceptional circumstances exist with respect to a particular Complaint, the RCO may, in his or her sole discretion, extend for a reasonable period of time, any of the timelines set forth in these Complaint procedures. Any request and extension of a timeline must occur prior to expiration of the timeline and shall be documented in a written order issued by the RCO prior to the expiration of the timeline and mailed to the parties.

The RCO does not have authority to extend the regulatory statute of limitations of one (1) year described in Section 2.07(2)(f) above.

2.07(7)(d) If one or more due dates in the process fall on a weekend or a state holiday, the due date shall be the next calendar day following a weekend or state holiday if the due date is on a weekend or state holiday.

2.07(8) Complaint Investigations:

2.07(8)(a) The Complaint investigation may include, but is not limited to: an onsite investigation; request(s) that the complainant or public education agency provide additional information; and request(s) to review records in the possession of either party.

2.07(8)(b) Any time after a Complaint is filed and before the Complaint is resolved, the RCO may recommend a public education agency to undertake immediate action in an extraordinary situation when it is imperative to do so in order to protect the rights, health or safety of any student.

2.07(8)(c) The CDE, through the RCO, shall have sixty (60) calendar days from the date of receipt of the properly filed Complaint, to resolve the Complaint. The parties may mutually agree to extend the sixty (60) calendar day time limit in order to engage in voluntary mediation. Any extension of the Decision due date will be set by the RCO to a date certain as per section 2.07(7)(c), above.

2.07(9) Complaint Resolution:

2.07(9)(a) The RCO shall issue a written decision which details the findings of fact and conclusions of law unless the issues have been previously resolved. Based upon a finding that a public education agency has failed substantially to comply with state laws and regulations for the use of restraint, the RCO will, as part of the resolution of the Complaint, make recommendations to the public education agency of remedial actions that may be taken in order to come into compliance with applicable law and regulations, (e.g., technical assistance and training activities).

2.07(9)(b) The RCO shall have no authority to require corrective action by the public education agency, including but not limited to compensatory education for the child who is the subject of the complaint, monetary reimbursement or attorney fees.

2.07(9)(c) The decision of the RCO shall be final.

(Issue date)

[Reviewed February 2023]

COLORADO SAMPLE EXHIBIT 2018©

JKA - Use of Physical Intervention and Restraint

To maintain a safe learning environment, District Employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions will not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

DEFINITIONS

Corporal Punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a child. *Corporal Punishment is never to be used.*

Emergency means a serious, probable, imminent threat of bodily harm to self or others when there is the present ability to affect such bodily harm.

Restraint means any method or device that is used to limit a student's voluntary freedom of movement, including seclusion, chemical restraint, mechanical restraint, and physical restraint.

Chemical Restraint means the involuntary administration of medication to a student for the purpose of restraining a student and does not include administering prescription medication or medication for voluntary or life-saving medical procedures. *Chemical Restraint is never to be used.*

Mechanical Restraint means a physical device used to restrict a student's voluntary freedom of movement or the movement or normal function of a portion of their body, and does not include (1) devices recommended by the student's physician, occupational or physical therapist, IEP, or 504 Team, (2) protective devices used to prevent a student from self-harm as agreed on by the student's IEP or 504 Team, (3) an adaptive device that is used to facilitate instruction or therapy recommended by the student's physician, occupational or physical therapist and is agreed to for use by the student and the student's IEP or 504 Team, or (4) a positioning or securing device used to facilitate the student's medical treatment as recommended by the student's physician, occupational or physical therapist, IEP, or 504 Team.

Physical Restraint means the use of bodily physical force to limit a student's voluntary freedom of movement for more than one minute. Physical restraint does not include a physical intervention administered on a student that lasts one minute or less for the protection of a student, others, or property. It also does not include the holding of a student for the purpose of calming the student, minimal physical contact for the purpose of escorting a student or assisting the student with a task.

Prone Restraint means a restraint in which the student who is being restrained is secured in a face-down position.

Seclusion is a form of restraint and means (1) the placement of a student, (2) alone in a room or area, (3) from which egress is prevented. *Seclusion does not include time out.*

Time Out is the removal of a student from a potentially rewarding situation and does not prevent a student's egress.

RESTRAINT

The use of restraint on a student of the District is prohibited when the student is on District property, participating in an off-campus activity, or event sponsored by the District, except in the following situations:

Deadly Weapon. The use of mechanical, physical, or prone restraints is permitted on a student who openly displays a deadly weapon.

Emergency. The use of physical restraint or seclusion is permitted in an emergency (1) after the failure of less restrictive alternatives, or (2) after the determination that less restrictive alternatives would be inappropriate or ineffective during the emergency.

Property Damage. If property damage may be involved, restraint may only be used when the destruction of property (1) could result in a serious, probable, imminent threat of bodily harm to the individual or another person, and (2) the student is able to effect such bodily harm.

Restraint must not be used as a form of punishment, treatment as a way to modify behavior, or as retaliation. Any District or District Employee who uses physical restraint must ensure that the restraint does not place excess pressure on the student's chest or back or inhibit or impede the student's ability to breathe; and during the restraint the student's breathing must not be compromised. The student must be released from the restraint within fifteen minutes after the initiation of the restraint, except when it would be unsafe to do so.

SECLUSION

If a District uses a room for seclusion, there must be at least one window to monitor the student when the door is closed. If a window is not feasible, monitoring must be done with a video camera. A room used for seclusion must be a safe space free from injurious items. The room must not be used by school staff for storage, custodial purposes, or office space. A student placed in seclusion must be continually monitored and provided relief periods from seclusion for reasonable access to the restroom.

USE OF RESTRAINT BY A SCHOOL RESOURCE OFFICER OR LAW ENFORCEMENT

An armed security officer or certified peace officer may use mechanical or prone restraints only if the officer (1) has received documented training in defensive tactics utilizing handcuffing procedures, (2) has received documented training in restraint tactics utilizing prone restraint, and (3) has made a referral to a law enforcement agency and is making an arrest or is referring to law enforcement to make an arrest.

A school resource officer or law enforcement officer acting in his/her official capacity on District property may use a mechanical, physical, or prone restraint on a student if there is a danger to the student or others, or during a custodial arrest that requires transport.

(Adoption date)

LEGAL REFERENCES:

C.R.S. 18-1-703 (*use of physical force by those supervising minors*)

C.R.S. 18-1-901 (3)(e) (*definition of a deadly weapon*)

C.R.S. 18-6-401 (1) (*definition of child abuse*)

C.R.S. 19-1-103 (1) (*definition of abuse and neglect*)

C.R.S. 22-1-140 (*definition of corporal punishment, and prohibition against volunteers or employees from imposing corporal punishment on a child*)

C.R.S. 22-32-109.1 (2)(a) (*adoption and enforcement of discipline code*)

C.R.S. 22-32-109.1 (2)(a)(I)(D) (*policy required as part of safe school's plan*)

C.R.S. 22-32-109.1 (2)(a)(I)(L) (*policies for use of restraint and seclusion on students and information on the process for filing a complaint regarding the use of restraint or seclusion shall be included in student conduct and discipline code*)

C.R.S. 22-32-109.1 (2)(a)(D) (*prohibition against corporal punishment shall be included in student conduct and discipline code*)

C.R.S. 22-32-109.1 (9) (*immunity provisions in safe school's law*)

C.R.S. 22-32-147 (*use of restraints on students*)

C.R.S. 26-20-101 et seq. (*Protection of Persons from Restraint Act*)

1 CCR 301-45 (*State Board of Education rules for the Administration of the Protection of Persons from Restraint Act*)

Adopted: Add Mancos Dates HERE

[Revised July 2026]

COLORADO SAMPLE POLICY 1993©

JKA - Use of Physical Intervention and Restraint

To maintain a safe learning environment, district employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

Physical intervention

Corporal punishment shall not be administered to any student by any district employee.

Within the scope of their employment, district employees may use reasonable and appropriate physical intervention with a student, that does not constitute restraint as defined by this policy, to accomplish the following:

1. To quell a disturbance threatening physical injury to the student or others.
2. To obtain possession of weapons or other dangerous objects upon or within the control of the student.
3. For the purpose of self-defense.
4. For the protection of persons against physical injury or to prevent the destruction of property which could lead to physical injury to the student or others.

Under no circumstances shall a student be physically held for more than five minutes unless the provisions regarding restraint contained in this policy and accompanying regulation are followed.

Restraint

For purposes of this policy and accompanying regulation, restraint is defined as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to bodily physical force and seclusion. Restraint shall not include the holding of a student for less than five minutes by a district employee for the protection of the student or others and other actions excluded from the definition of restraint in state law.

District employees shall not use restraint as a punitive form of discipline or as a threat to control or gain compliance of a student's behavior. District employees are also prohibited from restraining a student by use of a prone restraint, mechanical restraint or chemical restraint, as those terms are defined by applicable state law and this policy's accompanying regulation.

Restraint shall only be administered by district employees trained in accordance with applicable State Board of Education rules.

Exceptions

The prohibition on the use of mechanical or prone restraints in this policy and accompanying regulation shall not apply to:

1. Certified peace officers or armed security officers working in a school and who meet the legal requirements of C.R.S. [26-20-111](#) (3); and
2. When the student is openly displaying a deadly weapon, as defined in C.R.S. [18-1-901](#) (3)(e).

Adopted: April 18, 2022 (CASB Core Policy Adoption)

LEGAL REFS.: C.R.S. [18-1-703](#) (*use of physical force by those supervising minors*)
C.R.S. [18-1-901](#) (3)(e) (*definition of a deadly weapon*)
C.R.S. [18-6-401](#) (1) (*definition of child abuse*)
C.R.S. [19-1-103](#) (1) (*definition of abuse and neglect*)
C.R.S. [22-32-109.1](#) (2)(a) (*adoption and enforcement of discipline code*)
C.R.S. [22-32-109.1](#) (2)(a)(I)(D) (*policy required as part of safe schools plan*)
C.R.S. [22-32-109.1](#) (2)(a)(I)(L) (*policies for use of restraint and seclusion on students and information on the process for filing a complaint regarding the use of restraint or seclusion shall be included in student conduct and discipline code*)
C.R.S. [22-32-109.1](#) (9) (*immunity provisions in safe schools law*)
C.R.S. [22-32-147](#) (*use of restraints on students*)
C.R.S. [26-20-101](#) et seq. (*Protection of Persons from Restraint Act*)
1 CCR [301-45](#) (*State Board of Education rules for the Administration of the Protection of Persons from Restraint Act*)

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