

Board of Education Regular Meeting
Monday, September 14, 2026 6:30 PM
Mountain

Central Office Building
131 9th St.
Kersey, CO 80644

I.	Call to Order
II.	Pledge of Allegiance
III.	Roll Call
IV.	Approval of Agenda
V.	Approval of Minutes
VI.	Public Participation
	VI.A. Award of Excellence Recognition
	VI.B. Audience Comments and Questions
	VI.C. Accountability Committee/Finance Committee
	VI.D. Items to be Read
VII.	Board Reports
	VII.A. Agricultural Technology Council
	VII.B. B.O.C.E.S. Representative
	VII.C. PV4PV Education Foundation
	VII.D. Legislative Discussion
VIII.	Focus/Develop a "total team" approach for the entire district, including student achievement, administrative reports, congratulations and celebrations
	VIII.A. Superintendent Report Jeremy Burmesiter will present his written report.
	VIII.B. Director of Student Achievement Report Tiffany Loeffler will present her written report.
	VIII.C. High School Principal Report Eric Lind will present his written report.
	VIII.D. High School Assistant Principal/AD Report Kyle Appelhans will present his written report.
	VIII.E. Middle School Principal Report Mike Green will present his written report.
	VIII.F. Middle School Assistant Principal/AD Report Jason Aarkulari will present his written report.
	VIII.G. Elementary Principal Report Jason McNair will present his written report.
	VIII.H. Preschool Director Report Barb Moore will present her written report.
	VIII.I. PVEA Teacher Representative Report A PVEA member may give a verbal report.
IX.	Focus/Financial and Facilities Investment and Integrity
	IX.A. CFO/COO Report Justin Decker will present his written reports and the district financial reports.
	IX.B. Director of Technology Report Mike Jakel will present his written report.

X.	Consent Agenda
X.A.	Approve Financial Reports
X.B.	Approve Substitute Teachers
X.C.	Ratify/Approve Employment Related Items
X.D.	Ratify/Approve Non-Resident Students for 2026-27
X.E.	Approve out of state travel for FFA to National FFA Convention
X.F.	Ratify/Approve Bills
XI.	New/Old Business
XI.A.	Action Items
XI.A.1.	Approve District and School Performance Frameworks
XI.A.2.	Accredit Platte Valley Elementary School, Middle School and High School
XI.A.3.	Record First Reading of Policies: JKA, JKA-R, DJB, DJB-R, JLCB, JLCB-R, GBI, GBEB, JLF and JLF-R.
XI.A.4.	Record First Reading of Policy Section C: General School Administration.
XI.A.5.	Record First Reading of Policy Section H: Negotiations.
XII.	Discussion Items
XIII.	Meeting Debrief
XIV.	Adjournment



Platte Valley School District Weld RE-7
Board of Education Regular Meeting
Monday, August 10, 2026 6:30 PM

Central Office Building
131 9th St.
Kersey, CO 80644

1. Call to Order

President Welch called the 8-10-26 regular board of education meeting to order at 6:31 p.m.

2. Pledge of Allegiance

3. Roll Call

Voting Members Present: Kristine Bauer, Luke Gardner (7:45 arrival), Robin Meireis, Mary Roth, James Welch

Administrators in Person: Jeremy Burmeister, Justin Decker, Tiffany Loeffler, Eric Lind, Mike Green, Jason McNair, Mike Jakel, Kyle Appelhans (6:36 arrival), Jason Arkulari, Barb Moore

Secretary: Suzi Johnson

4. Approval of Agenda

President Welch approved the 8-10-26 regular board meeting agenda as presented.

5. Approval of Minutes

President Welch approved the 6-16-26 special board meeting minutes as presented.

6. Public Participation

6.a. Audience Comments and Questions

None

6.b. Accountability Committee/Finance Committee

6.c. Items to be Read

The board received several thank you notes from staff members.

7. Board Reports

7.a. Agricultural Technology Council

Meetings will resume in the fall.

7.b. B.O.C.E.S. Representative

Meeting will resume in the fall.

7.c. PV4PV Education Foundation

The PV4PV Foundation held their first meeting of 2026-27 on August 12, 2026.

7.d. Legislative Discussion

Dr. Burmeister gave a brief verbal legislative update to the board.

8. Focus/Develop a "total team" approach for the entire district, including student achievement, administrative reports, congratulations and celebrations

8.a. Superintendent Report

Dr. Burmeister presented his written report and celebrated the middle school ribbon cutting and open house on August 7th, noting it was very well attended and consistent positive feedback. Dr. Burmeister also expressed his appreciation for the time and work Justin Decker, Mike Jakel, and Tate Mekelburg have put into the construction projects across the district.

Dr. Burmeister updated the Board on the remaining construction to take place. Abatement has been completed in the field house and northern portion of the old middle school. Asbestos abatement is currently ongoing in the south portion of the building, the final phase. We are waiting for the state to give us the go ahead to begin demolition of the north portion of the building. We anticipate demolition of the north portion of the building to be completed by early to mid-September. The south portion of the building should be taken down by the end of September to early October.

8.b. Director of Student Achievement Report

Mrs. Loeffler presented her written report and shared information with the Board about the staff back-to-school event featuring keynote Dr. Darren Peppard, former Wyoming principal of the year. Dr. Peppard's message will focus on the idea that everyone is a leader and creating "Your Own Road to Awesome."

Mrs. Loeffler gave the Board an update on the district's new strategic plan with four focus areas: (1) Promoting Culture & Care, (2) Optimizing the Student Experience Pk-12, (3) Strengthening Partnerships with Families, and (4) Optimizing the Platte Valley Organization by Analyzing, Refining, and Creating District Systems.

8.c. High School Principal Report

Mr. Lind presented his written report and updated the Board progress that had been made during summer school and thanked all of the high school support staff and grounds crew for their work over the summer.

8.d. High School Assistant Principal/AD Report

Mr. Appelhans presented his written report and shared information about upcoming fall sports with the Board. Mr. Appelhans also updated the Board about the start of girls golf in the spring 2027 season.

8.e. Middle School Principal Report

Mr. Green presented his written report and celebrated Luke Larson and Mesa Arnold earning national finalists recognition for Agriscience Fair. They will compete at the National FFA Conference in Indianapolis in October. Mr. Green also shared information related to upcoming middle school parent nights and the Pk-Middle School Open House on August 14th.

8.f. Middle School Assistant Principal/AD Report

Mr. Arkulari presented his written report and provided an update on the new Junior Patriot League that Platte Valley Middle School will compete in. Mr. Arkulari also shared that the

new league will charge for middle school events, \$5 for adults and \$4 for students. The District is now offering a combined athletic pass for both middle and high school athletics for \$80 for adults and \$50 for students.

8.g. Elementary Principal Report

Mr. McNair presented his written report and shared the elementary theme for the year: ***Broncos Spirit Cannot be Broken***. Mr. McNair also updated the Board on new elementary school staff.

8.h. Preschool Director Report

Ms. Moore presented her written report and shared work she has done to prepare for the new UPK Quality Standards requirements that are set to take effect beginning in the 2027-2028 school year. Ms. Moore also noted the work preschool staff has done around curriculum, instruction, and alignment with state standards.

8.i. PVEA Teacher Representative Report

None

9. Focus/Financial and Facilities Investment and Integrity

9.a. CFO/COO Report

Mr. Decker presented his written report on district finances and operations and noted the finance team is working to prepare for the annual financial audit at the end of August.

9.b. Director of Technology Report

Mr. Jakel presented his written report noting the new access control security system and camera system work has been completed in both the elementary and high school. The new intercom system at the high school will be completed prior to the start of the school year.

10. Consent Agenda

The board approved the consent agenda as presented. This motion, made by Mary Roth and seconded by Kristine Bauer, Carried.

Luke Gardner: Absent, Kristine Bauer: Yea, Robin Meireis: Yea, Mary Roth: Yea, James Welch: Yea

Yea: 4, Nay: 0, Absent: 1

The board approved the following:

10.a. Approve Financial Reports

Approved the financial reports.

10.b. Approve Substitute Teachers

Approved the following substitute teachers for 2026-27: Philip Allen, Kyra Ansel, Alyssa Bauer, Lisa Denke, Anna Fox, Karen Gentle, Teresa Jett, Jessica Knoeber, Charlese Seyler, Karen Newens, Bobbi Sipola, Laurie Sitzman, Trevor Tixier, Jessica Vaughn, Jessica Wilson, Shauna Golombeski.

10.c. Ratify/Approve Employment Related Items

Approved the following personnel/employment related items: New Hire/ Re-Hire: Ashley Garrett- Middle School Cook, Breane Brown- Middle School Head Cheer Coach, Jodi Tuma- Middle School Counselor, Andrew Shaw- HS \$1 Volunteer Cross Country Coach.

Resignation/Retirement/Releases: Sandra Armendariz- Middle School \$1 Cheer Coach, Robyn Andrus- MS Cook, Ashley Garrett- MS Food Service Clerk.

10.d. Ratify/Approve Non-Resident Students for 2026-27

Approved the first round of non-resident students for the 2026-27 school year who have turned in their paperwork and been approved by principals.

10.e. Appoint District Attendance Officer for 2026-27

Appointed Dr. Jeremy Burmeister as the District Attendance Officer for 2026-27.

10.f. Approve Resolution Naming Truancy Officer for 2026-27

Approved a resolution naming Dr. Jeremy Burmeister as the District Truancy Officer for the 2026-27 school year.

10.g. Ratify/Approve Bills

Ratified and approved the bills.

11. New/Old Business

11.a. Action Items

None

12. Discussion Items

12.a. Delegate Assembly Resolution Proposals

The Board held a discussion on CASB Delegate Assembly Resolution Proposals.

12.b. 2026-27 Board Calendar

The Board held a discussion on the 2026-2027 Board Calendar.

12.c. Student Search Policy Discussion

The Board held a discussion on the Student Search Policy and process for continued discussion and evaluation moving forward.

12.d. Policy Review Process

The Board held a follow up discussion from the June board meeting on the current policy review process.

13. Meeting Debrief

The Board held a meeting debrief.

14. Adjournment

President Welch adjourned the 8-10-26 regular board of education at 7:49 p.m.

Mary Roth, Board Secretary

Date

Resolution
to Name Authorized Representatives in District Truancy Proceedings

Whereas, the Colorado General Assembly authorized school district personnel to file papers in court proceedings pertaining to truant students through Senate Bill 07-050 and C.R.S. §§ 13-1-127(7)(a), 22-32-110(mm), 22-33-108(4).

Whereas, the statute calls for the Board of Education to name one or more school district personnel who are authorized to represent the school district at truancy proceedings, except not before a court of appeals or the Colorado Supreme Court.

Therefore, the Platte Valley School District, Weld Re-7 Board of Education names Jeremy Burmeister as the authorized district representative in truancy proceedings.

Approved this 10th day of August, 2026.

WELD COUNTY SCHOOL DISTRICT RE-7

By  _____
James Welch
Board President

ATTEST:

By:  _____
Mary Roth
Board Secretary



Special Board of Education Meeting
Monday, August 10, 2026 6:00 PM

Central Office Building
131 9th St.
Kersey, CO 80644

1. Call to Order

President Welch called the 8-10-26 special meeting to order at 6:01 p.m.

2. Roll Call

Voting Members Present: Kristine Bauer, Robin Meireis, Mary Roth, James Welch

Voting Members Absent: Luke Gardner

Administrators in Person: Jeremy Burmeister, Justin Decker, Mike Jakel

Secretary Present: Suzi Johnson

3. Discussion Items

Dr. Burmeister and Ms. Johnson led a short BoardBook Premier training session with the Board. BoardBook Premier is the new board meeting software the district will now use for Board of Education Meetings starting August 2026.

4. Adjournment

President Welch adjourned the 8-10-26 special meeting at 6:17 p.m.

Mary Roth, Secretary

Date



**PV4PV Education Foundation
Treasurer's Report
August 12, 2026**

- I. Filings
 - a. IRS EIN 39-3287950
 - b. IRS 501 c 3 – status and organizational approval, letter
 - c. Colorado organizational approval registration # 20261056537
 - i. Tax-exempt status granted
- II. Financial Report
 - a. First Farm Bank Account #266829
 - b. Account established 01/23/2026
 - i. Balance \$10,200.75
 - 1. Initial deposit = \$10,200
 - a. Positive Voices for Platte Valley (campaign committee) 9/2//2025 \$9,600
 - b. Bruce Stradley 12/19/2025= \$100.00
 - c. Agora West Real Estate Group LLC 01/13/2026 = \$500
 - 2. Interest payment 1/31/2026 = .75
 - 3. Interest payment 3/31= \$2.60
 - ii. 3/31/2026 balance = \$10,205.70
 - 1. Interest payment 4/30/2026= \$2.52
 - 2. 5/22/2026 cash donations from open house = \$65.00
 - 3. 5/12/2026 deposit from Jeremy's run challenge = \$1950.00
 - 4. 5/31/2025 interest =
 - 5. 6/30/2026 interest = \$3.00
 - 6. 7/15/2026 Joshua & Breann Koschel lockers = \$200.00
 - 7. 7/15/2026 Funds from Greater Manhattan= \$15000.00
 - a. Jack & Ilamae Larson
 - 8. 7/15/2026 Funds from Greater Manhattan= \$9000.00
 - a. Jack & Ilamae Larson
 - 9. 7/22/2026 James Welch donation Jeremy run= \$100.00
 - 10. 7/22/2026 Studio Nineseveno – Lind= \$100.00
 - iii. Balance 8/12/2026= \$36,629.79
- III. Setting up Accounting system next
 - a. Quick Books Plus for non-profit organizations – estimate attached.
 - i. \$57.50/ month or \$690 for the first year
 - ii. \$115/month thereafter but there is potential for additional savings.

QuickBooks Follow-up

Hi Glenn, sending over the product info discussed from our call and scheduling our follow-up for **Friday 8/14 at 11am MST** and look forward to speaking with you then!

Thank you for taking the time to speak with me about your business and its needs.

Based on the information we discussed, I recommend: **QuickBooks Online Plus**

- [Manage your Business](#): QuickBooks helps you track money in and out so you can stay ready for tax time.
- [Better Business Insights](#): Unlock performance insights by tracking departments, locations, or other business segments.
- [Track Project Profitability](#): Track project details, such as job and labor costs, expenses, and income, all in one place.
- [Fund Accounting](#): Easily allocate revenue and expenditures to specific funds or programs.
- [Accept Donations](#): You and your volunteers can accept donations from a credit card, debit card, bank transfer, cash, or check.
- [Sync your Accounts](#): Connect your accounts to QuickBooks so you can categorize your expenses and run reports to see how you spend every dollar.
- **[Test drive QuickBooks Online](#): You can take a test drive of QuickBooks Online by using our sample company demo.**

I am happy to jump on a call to answer any of your questions about the above resources!

Quote:

Name of Product(s)	Full Price	Discount	Net Price
QuickBooks Online Plus	\$115/mo	50% off 12 Months	\$57.50/mo

Terms

- This quote is not a binding contract.

Colby Hunt

Business Consultant

E: colby_hunt@intuit.com

[Twitter](#) | [LinkedIn](#) | [Facebook](#) | intuit.com

INTUIT



turbotax



creditkarma



quickbooks



mailchimp



*Pursuing Excellence for All:
For Every Student, Every Day*

Legislative Update

September 2026 Board Meeting

For the first time in several years the state legislature did not call a special session. There are still a few education related legislative items that are worth bringing to the Board's attention. Some of these are items that will be on the November ballot, and others are likely 2027 legislative items.

1. November Ballot Items

- a. **Initiative 195, Amendment 87 – Graduated Income Tax.** This is on the ballot as a result of signature gathering across the state and will require 55% to be added to the state constitution. The amendment would change the current 4.4% flat income tax to a graduated income tax in Colorado with rates ranging from 3.7% to 8.1%. The state would anticipate raising approximately \$2.7 billion that would only be able to be used for K-12 public education, health care, and early childhood. It does not call for a specific dollar amount to go to any specific of the three, placing those decisions in the legislature. If 35% of the additional revenue were to be allocated to K-12, Platte Valley would receive approximately \$1,022,000 in additional revenue based on current enrollment numbers through the school finance formula.

Based on last year's tax filings, just over 99% of Weld County taxpayers would receive a tax cut by moving to the proposed graduated income tax system. The table below shows the changes and [legislative language is here for your reference](#).

Initiative 195

Change in Income Taxes Owed by Income Category

Income Categories	Current Average Income Tax Owed	Proposed Average Income Tax Owed	Proposed Change in Average Income Tax Owed if Passed + or -	Income Tax Rate
\$25,000 or less	\$59	\$50	-\$9	3.71%
\$25,001 - \$50,000	\$751	\$632	-\$119	3.71% - 4.21%
\$50,001 - \$100,000	\$1,877	\$1,666	-\$210	4.21%

\$100,001 - \$200,000	\$4,126	\$3,828	-\$298	4.21% - 4.41%
\$200,001 - \$500,000	\$9,344	\$9,019	-\$325	4.41%
\$500,001 - \$1,000,000	\$19,288	\$18,963	-\$325	4.41% - 7.91%
\$1,000,001 - \$2,000,000	\$29,432	\$34,196	+\$4,764	7.91% - 8.41%
\$2,000,001 - \$5,000,000	\$41,196	\$55,110	+\$13,914	8.41%

b. **Proposition NN** – This is a referred measure from the state legislature and requires a simple majority of the vote. This would allow the state to retain revenue above the current TABOR cap in an amount in excess of the limitation on state fiscal year spending equal to state public K-12 education funding. The funding would only be provided in years where the state collects revenue above the TABOR cap and would be required to be used for the following: (1) Increase Teacher Pay, (2) Improve Teacher Retention, (3) Lower Class Sizes, and (4) Increase Access to Career and Technical Courses. The entire bill text is provided here for your reference. [Bill Text Prop NN](#)

c. **Proposition 134, Initiative 109.** This is a measure related to male and female participation in school sports. It would be a legislative change and therefore only requires a simple majority to pass. The proposition would restrict participation in all K-12 and collegiate school sports based on the participant's sex as determined by certain aspect of their biological reproductive system. It would require a school, institution of higher education, or athletic association to designate each school or intramural athletic team or sport as male, female, or coeducational; only allowing participants to compete on the team or sport of their designated sex or to compete on a coeducational team; creating an exception to allow a female to participate on a male-designated team or sport if there is no female team available; prohibiting a government entity, licensing or accrediting organization, or athletic association from entertaining a complaint, opening an investigation, or taking other adverse action against a school for maintaining separate teams or sports for females

Finally, the US Supreme Court made two decisions on this topic at the end of June where they found it was a state's right to make a determination on this matter. The court cases were West Virginia v. B.P.J and Little v. Hecox. [The bill text is here for your reference.](#)

d. **Proposition 136, Initiative 232.** This would be a statutory change and only require a simple majority to pass. The measure would cap state income tax rate at 4.4% of federal taxable income for individuals and corporations. [The bill text is here for your reference.](#)

2. **Likely 2027 Legislative Items.** CASE has already been engaged in a number of conversations on potential bills that fall under the banner of impacting local control.

a. **Right to Recess.** Would require a minimum number of minutes each day for recess. This group is considering prohibiting the withholding of recess for disciplinary purposes. The minimum number of hours would vary based on grade level, with 60 minutes minimum required for elementary school students.

- b. **Distraction-free Schools.** This is a package of three bills under consideration at this time, all being pushed by national groups.
- i. *Bell to bell cell phone ban:* Personal electronic devices would be prohibited for students at all grade levels. This would include cell phones, tablets, and smart watches. The model legislation being discussed in other states that schools would need to ensure parents and students have at least one method to contact one another during the school day, and schools would be required to ensure that phones are secured in an inaccessible location such as lockable pouches, phone lockers, or manila envelopes.
 - ii. *Skills Over Screens:* This bill would set strict limits on how schools use technology, screens, apps, and AI with students. Screen time rules would vary by grade under the model legislation, with strict limitations in grades K-12, and no one-to-one device use until high school.
 - iii. *Social Media-Free Schools:* Districts would be required to adopt a policy that prevents students from being forced to create or use social media, and educators would be prohibited from using social media for student-facing communications. Students would be prohibited from accessing social media or gaming apps on any school-issued devices.

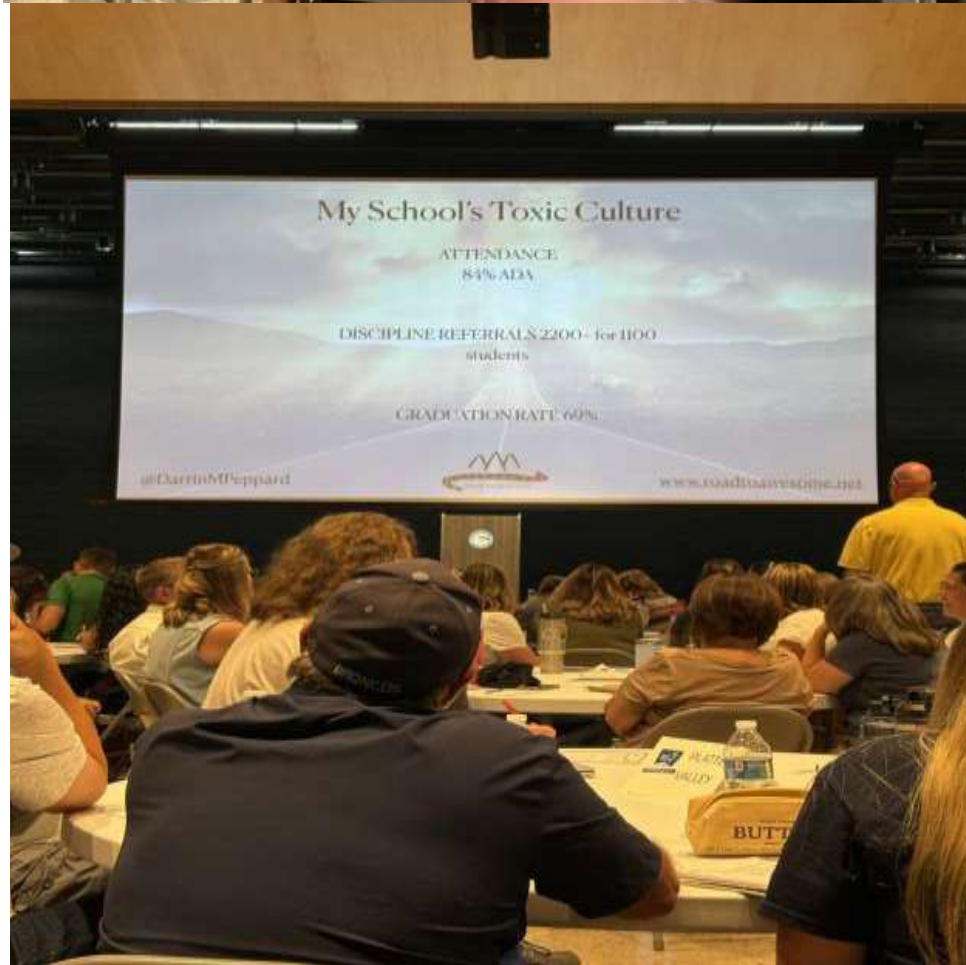


Pursuing Excellence for All: For Every Student, Every Day

**Superintendent Report
September 2026 Board Meeting**

Monthly Projects/Accomplishments/Good News

- **Staff Welcome Back.** We had a lot of positive feedback on our in-service with Dr. Darrin Peppard and his message on the “Road to Awesome”. We walked away from the in-service believing this would be a good launching point to the start of the year. I heard a lot of what we speak to and strive to be about at Platte Valley. Often times it can be beneficial for a message to come from someone else. Kris and James glad you were able to attend, staff appreciated seeing you there. I am including two photos from our session; we are already putting the performance arts area to good use! The second photo shows the statistics from Dr. Peppard’s district in his first year. I thought it was good perspective. Tiffany did a great job organizing the day.



- **Start of School.** Given all of the changes to start the year with a new building, new parking logistics, new student drop areas, etc. I could not have imagined a more smooth start to the year. I noticed a lot of families taking photos across the district on the first day, especially in front of the flagpole at the new middle school. It was great to see. First day also came with its traditional parking and traffic back-ups, however that subsided as the week went on. We can tell a significant difference in traffic flow with the elementary and middle school drop areas separated, which will only improve when the new elementary parking space is finished.

All buildings and all levels spent the first two days going through norms and expectations. I am including a common behavior expectation poster the middle school building leadership team developed, “The Bronco Way”, that all middle school staff have gone through with students and have displayed in their classroom. This is one example of many that takes place across the district during the first days in order to set the stage for a good school year. I appreciate the work of all of our leadership, and staff in all areas, put in to have the strong start we had.

- **Performance Frameworks.** The District once again earned an accredited rating. Each fall, CDE evaluates the performance of all public schools, all districts, and the state using a set of common performance indicators (i.e., achievement, growth, post-secondary and workforce readiness). The State Board of Education defines cut-points for accreditation ratings based on the overall percentage of points earned on the performance framework. There will be an action item later in the meeting to formally approve the ratings as presented and to accredit the respective buildings. These are formal actions that must be taken by the board.

The Unified Improvement Plan (UIP) is due to CDE by October 15th. We will have this for the Board to review at the October meeting after we finish working through it with the District Leadership Team in September.

- **2025-2026 Attendance Data.** We have also received attendance data by district for the 2025-2026 school year. I have filtered to view districts across northern Colorado. Again we are near the top. I believe this speaks to our community’s commitment to their students’ education in addition to the positive educational working and learning environment we have for our students. Note the following definitions:
 - Chronically Absent – a student who misses 10% or more of school days in an academic year for *any reason*, whether excused or unexcused.
 - Truancy Rate – total student days unexcused absences/ total student days possible (in 24-25 this was 3,283/189,726 for Platte Valley)
 - Attendance Rate – total student days attended / total student days possible (in 25-26 this was 177,599/189,726 for Platte Valley)
- **Audit.** I want to extend my appreciation to our staff across the district for their work throughout the year to help us ensure we have a successful audit. Szabo and Associates conducted our audit the week of August 24th and the financial audit went very well. A reminder we will hold a special meeting prior to the start of our October regular meeting at 6:00. Year-end finals are provided below and more detailed information will be shared during audit presentation at the special meeting.
 - **General Fund (10).** We finished the year with an approximate \$200,000 increase to the general fund. This is right within the 1% range of either side we aim for, knowing we want to use our dollar’s for this year’s students to the best of our ability. We also have to be conscientious about the oil and gas revenue we receive, which we view as one-time dollars. It can be a difficult balancing act.

- **Bond Redemption Fund (31).** We had an increase of approximately \$820,000 to our fund balance in this fund. We now have just over two years of reserves to take care of our bond payments and address the fluctuations in the oil and gas industry.
- **Building Fund (41).** We drew this fund down by approximately \$57.5 million as we worked through our construction projects. Our year-end fund balance sits at approximately \$36.6 million remaining.
- **Capital Reserve Fund (43).** We also drew this fund down during the course of the year while completing the work associated with the central office. Total expenditures were \$5.2 million and the fund balance decreased \$4.6 million, down to \$12.59 million in fund balance.

Issues We are Working On or Monitoring

- **S-CAP.** We continue working on integrating into the S-CAP program. We have worked as an administrative team to identify what metrics we will use as part of evaluation in the Student Success domains: (1) Student Learning Dispositions, (2) Student Academic Performance, and (3) Post-Secondary Readiness.

For the Student Learning Dispositions, which capture how students experience learning, we have to include the S-Cap student survey in addition to at least two other evidence sources. Our administration team selected: (1) classroom observations, (2) student attendance, and (3) student involvement in activities.

The Student Academic Performance domain must include both academic growth and achievement. S-CAP requires the use of multiple comprehensive and comparable evaluations of student academic performance that are technically sound, produce comparable results, and provide metrics for both achievement and growth. Grades 3-12 will use both CMAS and NWEA/MAPS. We must also use at least one measure to assess learning Pk-3. Preschool will continue to use TSGold and K-2 will utilize Dibels.

- **October Count.** We are already preparing for October Count process, working to clean up enrollment items, getting educational records, and sending educational records for students that have left. You may recall we made some adjustments to Mindy Marshall's position for this school year, having her serve as a district registrar and go to for our front office staff's across the district. Mindy has done a great job working with the buildings to ensure records collection, data entry, and enrollments have gone smoothly. We believe this was a great change to make given her background and skill set.
- **Preliminary Assessed Value.** We have received our preliminary assessed value from Weld County, which came in at \$2,456,785,240. This is a projected 8.6% decrease from last year. Our budget planned for a 10% decrease.
- **CBOCES Shortfall 25-26.** I will include additional information in my board report, I learned this past week at my BOCES Superintendent meeting they had a year-end shortfall of approximately \$750,000. This will bring their fund balance down to approximately \$1.3 million. I spoke with Dr. Zilla about this prior to our meeting. Dr. Zilla and their CFO are already working on a plan to address this so there is not a reoccurring shortfall.
- **Construction Update.** Macbestos (abatement company) has received the permit from the state to begin work once again. They are currently on site resetting their containment. The projected timeline to complete work is 3-weeks due to limited crew availability. They had already other jobs they were committed to after the completion of our project. Once they took their containment down the first time they began that other work.

JHL is working to complete what they are able to in the meantime. We will be able to continue work on the promenade and outdoor learning space connected to the middle school. However, field work and the new elementary parking and drop off area will be negatively impacted by this delay based on the current projected timeframe with Macbestos. We hope this work will be completed prior to winter, however will be weather dependent.

2025-2026 Attendance and Truancy Rates by District

School Year	District Code	District Name	PK-12 Student Count	Total Days in Session	Attendance Rate	Truancy Rate	Total Days Attended	Total Days Excused	Total Days Unexcused	Total Days Possible	Truant 4 or More Days in a Month, Truant 10 or More Days in a Year, or Both	Not Truant
2025-2026	0040	School District 273	25764	175	91.2%	4.1%	3362840	171064.5	152845.5	3686750	4049	21715
2025-2026	0470	St Vrain Valley RE1J	32949	174	92.8%	1.8%	4954359.4	287598.5	95410.6	5337365.5	2155	30794
2025-2026	1550	Poudre R-1	29902	175	90.7%	2.9%	4425424	314671	139410	4879261	2217	27685
2025-2026	1560	Thompson R2-J	14604	170	92.4%	2.2%	2096234	123383	50130.5	2269747.5	982	13622
2025-2026	1570	Estes Park R-3	982	161	92.1%	2.8%	129141.5	7222.5	3883.5	140247.5	183	799
2025-2026	2395	Brush RE-2(J)	1403	147	92.5%	2.6%	177158.5	9417.5	4989	191565	165	1238
2025-2026	2405	Fort Morgan Re-3	3480	150	92.1%	2.9%	447850	24419.5	14190.5	486460	408	3072
2025-2026	2515	Wiggins RE-50(J)	876	145	93.7%	1.0%	111030.5	6339.5	1167.5	118537.5	25	851
2025-2026	3080	Weld County RE-1	1653	153	92.5%	2.6%	222480.5	11912	6165	240557.5	154	1499
2025-2026	3085	Eaton RE-2	2065	195	94.7%	0.8%	349009.5	16764	2932	368705.5	78	1987
2025-2026	3090	Weld County School District RE-33	2718	166	91.6%	4.3%	380812.5	16749	17946	415507.5	555	2163
2025-2026	3100	Weld RE-4	9165	171	93.6%	1.7%	1366689	68746	24733.5	1460168.5	744	8421
2025-2026	3110	Johnstown-Milliken RE-5J	4144	172	93.4%	1.7%	614198.6	32325.9	11375.5	657900	216	3928
2025-2026	3120	Greeley 6	23754	171	90.5%	4.9%	3311199.5	169072.5	179824.5	3660096.5	3972	19782
2025-2026	3130	Platte Valley RE-7	1238	167	93.6%	1.7%	177599	8844	3283	189726	119	1119
2025-2026	3140	Weld RE-8 School District	2596	198	90.2%	4.3%	381522.5	23124.5	18305	422952	306	2290
2025-2026	3145	Ault-Highland RE-9	979	172	92.2%	2.4%	145337.5	8490	3727.5	157555	126	853
2025-2026	3146	Briggsdale RE-10	163	151	94.5%	0.8%	21670.5	1061.5	191	22923	*	160

End of worksheet



THE BRONCO WAY



BE RESPECTFUL • BE RESPONSIBLE • BE YOUR BEST
EVERYWHERE, EVERY DAY.

WE SHOW
THE BRONCO WAY
IN ALL PLACES



Cafeteria



Restrooms



Recess
(Outdoor)



Bus



Hallway



Lockers

Learning Spaces /
Commons
(Library)

1 RESPECT



We treat everyone with
dignity and kindness.

- Maintain personal space
- Use respectful language
- Inside voice
- "Please" and "Thank You"

- Respect other people's privacy
- Maintain personal boundaries
- Respect school property
- Use respectful language

- Use respectful language
- Follow directions the first time
- Include others
- Respect equipment and property

- Respect the bus driver and others
- Listen when others speak
- Use respectful language
- Follow directions the first time

- Use respectful language
- Keep hands and feet to yourself
- Respect others' personal space

- Be mindful of others' space
- Use respectful language
- Keep area clean

- Inside voice
- Respect others who are reading or working
- Take care of books and materials

2 BE AN ACTIVE LEARNER



Learning requires
participation and effort.

- Follow dismissal procedures
- Listen for instructions

- Let staff know if there is a problem

- Play fairly
- Listen for instructions
- Participate in organized activities

- Listen for instructions
- Ask for help when you need it

- Go directly to your destination
- Listen for announcements

- Get what you need quickly
- Be on time to class

- Use space for learning
- Ask questions
- Stay focused

3 ACCOUNTABILITY



We take responsibility for
our choices and actions.

- Clean your space
- Return tray and silverware
- Pick up your trash
- Accept feedback when redirected

- Be timely
- Wash hands
- Leave the restroom cleaner than you found it

- Own mistakes and learn from them
- Accept feedback when redirected
- Make choices that support safety

- Own your actions
- Follow bus rules
- Apologize and make it right

- Own mistakes and learn from them
- Stay in assigned areas

- Keep locker organized
- Close locker when finished
- Take care of school property

- Return materials on time
- Follow expectations
- Make good choices

4 BE PREPARED



Prepared students are
ready to learn and succeed.

- Bring funds or lunch
- Know your lunch account number
- Get in line quickly

- Go during appropriate times
- Bring what you need

- Dress appropriately for the weather
- Bring needed items (water, etc.)

- Be at your bus stop 5 minutes early
- Have your card or pass ready

- Have your hall pass if needed
- Move with a purpose

- Use your lock
- Organize materials
- Have what you need for class

- Bring needed materials
- Know your assignments

5 INTEGRITY



We do the right thing
even when no one is watching.

- Be honest
- Follow food expectations
- Don't take food that isn't yours

- Do the right thing
- Report problems or needs

- Play fair
- Include others
- Report safety concerns

- Be honest in your actions
- Keep the bus clean
- Report concerns

- Follow school expectations
- Use the appropriate restroom

- Don't share combinations
- Keep your space clean

- Be honest in your work
- Don't take things that aren't yours

6 EVERYONE IS LOVED, APPRECIATED AND VALUED



Every person in our school
community matters.

- Include others
- Sit with someone new
- Treat everyone kindly

- Respect everyone's privacy and comfort

- Include others
- Celebrate differences
- Be a good friend

- Be kind to others
- Offer help
- Include others

- Smile and say hello
- Treat others with kindness

- Respect others' space and property
- Be helpful

- Share space
- Help others
- Be welcoming to everyone

7 STAY IN CLASS TO LEARN (VALUE TIME)



Instructional time is
valuable and must be
protected.

- Eat and return quickly
- Be on time getting back to class

- Go during appropriate times
- Minimize time out of class

- Return to class promptly when the bell rings
- Use recess time wisely

- Stay seated and facing forward
- Minimize distractions

- Move to class quickly and quietly
- Minimize unnecessary delays

- Get what you need and go
- Be quick and quiet

- Use time for learning
- Return to class on time

TOGETHER, WE LIVE
THE BRONCO WAY!



PLATTE VALLEY
MIDDLE SCHOOL

★ BE RESPECTFUL • BE RESPONSIBLE • BE YOUR BEST ★

Plate Valle School District State Assessment Data

SAT

	2022	CO	2023	CO	2024	CO	2025	CO	2026	CO
Math	523	483	501	484	515	430	516	479	498	479
ERW	503	503	510	506	488	500	489	507	478	506
Composite	1026	985	1011	989	1003	976	1005	986	976	985

Weld County SAT (Briggsdale unreportable due to N-size)

School District	Math	English Reading/Writing	Composite
Platte Valley	497.3	477	974.3
Ault Highland	455.8	473.7	929.5
Eaton	475.6	503.6	979.2
Greeley	440.6	463.9	904.5
Johnstown/Milliken	449.6	484	933.6
Valley Gilcrest	450.4	472	922.4
Weld Central	428.8	462.6	891.4
Windsor	497.8	520.6	1018.4
Weld 8 – Fort Lupton	375.3	396.8	772.1

PSAT9

	2021	2022	2023	2024	2025	2026
Math	471	454	461	453	430	439
ERW	441	437	427	436	423	434
Composite	912	891	888	889	853	873
State	903	885	890	878	879	888

PSAT10

	2021	2022	2023	2024	2025	2026
Math	461	475	475	475	470	452
ERW	427	469	466	450	442	447
Composite	888	944	941	925	912	899
State	890	936	930	917	917	926

CMAS ELA-% of students that MET & Exceeded

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
3rd	36	36	34	48.2	48.1	37.4
4th	36	40	42	42.3	50	47.9
5th	38.6	52	48	47.2	55.2	60.5
6th	29	32	51	46.7	45.8	39
7th	56	45	45	47.7	48.8	44
8th	56	64	49	36.4	34.6	32
District Avg	41	45	45	45	47	44

CMAS Math -% of students that Met & Exceed

	20-21	21-22	22-23	23-24	24-25	25-26
3rd	37.7	33.8	45	60.5	50	30.8
4th	24	25.6	29	34.2	52.4	47.9
5th	28.6	31.8	38	50	50	57.5
6th	16.7	16	29	19.6	23.6	21
7th	20	32.9	23	20.9	12.8	22
8th Math	24	41.7	35	23.1	24.4	19
District Avg	25	30	33	35	36	33

CMAS -Science-% of students that Met & Exceed

	2023 PV	2023 CO	2024 PV	2024 CO	2025 PV	2025 CO	2026 PV	2026 CO
5th	35.2	33.9	52.8	38	49.5	39	45.3	36.1
8th	42.9	31.3	35.9	32.2	30.5	36.4	20.9	35.4
11th	46.8	24.6	35.1	24.8	31.7	25	24.3	24.8



*Pursuing Excellence for All:
For Every Student, Every Day*

Director of Student Achievement Report, September 2026

Award of Excellence-High school students Jackson Bauer, Jordan Davis, and Owen Klundt will be recognized with the Award of Excellence for Academic Achievement for earning the highest SAT scores at Platte Valley during the 2026 administration.

The following elementary and middle school students will also be recognized with the Award of Excellence for Academic Achievement for achieving the highest performance level on the Colorado Measures of Student Achievement (CMAS), earning a proficiency rating of Exceeded Expectations in both English Language Arts and Mathematics during the 2026 administration:

- Grade 5: Emaree Monroe
- Grade 6: Hadley Coufal, Barbara Farias Diaz, Evangeline Granado, Hennessy Knoeber, Hennessy McAuliffe, Reagan Muller, and Zehlia Weber

Additionally, current sixth-grade student Jack Larson will be recognized with the Award of Excellence for Academic Achievement for earning the highest performance level on the Colorado Measures of Student Achievement (CMAS), receiving a proficiency rating of Exceeded Expectations in all tested subject areas for his grade level, including English Language Arts, Mathematics, and Science, during the 2026 administration.

These outstanding achievements reflect a strong commitment to academic excellence, perseverance, and a dedication to learning. The students will also be honored during the pep rally on October 2 in celebration of their accomplishments.

Assessment Data- Attached you will find the district's current and historical state assessment achievement and growth data. I have also included a link to the Colorado Department of Education's District and School Dashboard- [District and School Dashboard - Colorado Department of Education](#), which provides a comprehensive view of both current and longitudinal performance data for the district and each of its schools. In addition, Dr. Jeremy Burmeister will present an overview of the district's Performance Frameworks, highlighting key accountability indicators, accreditation measures, and overall district performance. Together, these resources will provide a comprehensive picture of student achievement, growth trends, and the district's progress toward meeting state performance expectations.

Back-to-School-Our Back-to-School events were a great success and provided a positive start to the new school year. During the district kickoff, Dr. Peppard emphasized the importance of leading from where you are, regardless of your role, and highlighted the significant impact every staff member has on student success. As the school year gets underway, teachers are settling into their routines, and our new staff members are becoming increasingly confident and comfortable in their classrooms. The year is off to a strong start.

New Teacher Orientation-We currently have six first and second year teachers participating in our New Teacher Program. To ensure each educator has the support, resources, and professional learning needed to thrive, I have scheduled regular meetings with all new teachers and their mentors during their first two years at Platte Valley. I met with our first-year teachers already and will meet with our second- and third-year teachers on September 15. Each cohort has a structured system of professional learning, mentoring, and ongoing support in place to foster growth, confidence, and success in the teaching profession.

September In Service-Our district's first in-service day will be held on September 18 and will focus on strengthening instructional practices through reflection, analysis, and planning. A key component of the day will be data analysis, as teachers utilize multiple data reports to examine student performance, identify trends, and determine instructional next steps to support student growth and achievement.

In addition, we will launch our district curriculum audit process using the Curriculum Management Systems Improvement (CMSI) model in alignment with our S-CAP priorities. This work will help ensure that curriculum, instruction, and assessment are vertically aligned and responsive to the needs of our students while guiding continuous improvement across the district.

District Priorities

Promoting Culture & Care

Optimizing Student Experience PK-12

Strengthening Partnerships with Families

Optimizing our Organization (Analyze, Refine, Create District Systems)

2026 CMAS 11th Grade Science Data

School	Overall Mean Score	Participation Rate
Windsor Charter Academy	744	68.5
Early College Academy	743	96.6
Union Colony Prep	737	100
Platte Valley HS	735	97.2
Severence HS	735	65.2
Windsor HS	735	75.5
Eaton HS	734	62.2
Sterling HS	731	84.2
Valley HS	731	94.6
Frontier Charter Academy	731	91
University HS	731	56.5
Roosevelt HS	730	83.4
State	730	50.2
Greeley West HS	727	93.3
Fort Morgan HS	725	90.7
Northridge HS	725	88.7
Greeley Central HS	724	90.7
Weld Central HS	711	71.7
Fort Lupton HS	708	94.2
Jeffereson HS	703	81
Strasburg HS	no score	
Brush HS	no score	
Wiggins HS	no score	

Prior Year Comparisons	2025	2024	2023
PVHS overall mean score	736	738	743
State overall mean score	729	730	726

Division of Test by Content Area and number of grade level expectations tested

BIO	31.3% of test	3 of 13 grade level expectations were tested
Earth	28.1% of test	3 of 11 grade level expectations were tested
Physical	40.6% of test	4 of 12 grade level expectations were tested

Type of Questions: Constructed response (CR)		Selected response (SR)
BIO	4/4 at or above state (100%)	5/6 at or above state (83%)
Earth	3/4 at or above state (75%)	3/5 at or above state (60%)
Physical	2/2 at or above state (100%)	3/11 at or above state (27%)

3-yr trend data indicates SR is still a challenge; students consistently perform better on CR type problems.

% Met and Exceeded	2026	2025	2024
Male	31.6	41.4	44.4
Female	15.6	23.5	23.7
Hispanic	9.7	20.7	17.9
White	36.8	41.9	45.5
Free and Reduced	6.9	24.3	27.6

Tested Standards from Content Areas

	Physical Sci (1.1 - 1.12)	BIO (2.1 – 2.13)	Earth (3.1 – 3.11)
2024	1.1 – 1.4	2.6 – 2.8	3.9 – 3.11
2025	1.1 – 1.4	2.5 – 2.8	3.9 – 3.11
2026	1.1 – 1.4	2.5, 2.6, 2.8	3.9 – 3.11

Number of Questions Below the State by Content Area

	Physical Sci	BIO	Earth
2024	2/12	3/11	2/9
2025	4/12	2/11	2/9
2026	8/13	1/10	3/9

3-yr trend data indicates growing trend of below state performance in PS standards – Sci Dept will need to evaluate to determine root cause.



High School Principal Report September 2026 Board Meeting

Monthly Projects/Accomplishments

1. Our new first day of school schedule went smoothly with Link Crew, helping welcome our freshman and new students in the morning while all other students arrive half day for a modified schedule. We have received a lot of positive feedback from students and staff.
2. Student attendance through the first few weeks hovered around 93%, which is on pace slightly ahead of what we had all last year. We will continue to work with students and families to encourage this number to rise, hopefully, throughout the year.
3. We have set our theme for Homecoming through a student body activity this year to hopefully get more excitement built around the theme. This year we are going with "Once Upon a Homecoming". This year's homecoming week will take place from September 28th-October 3.
4. We have completed our first round of NWEA benchmark testing for Math, and Reading. Thank you to our entire team for all their support!
5. Award of Excellence has been earned this year by 3 students on our campus, Jackson Bauer, Jordan Davies, and Owen Klundt.
6. This month we meet with Dream Team leadership to discuss plans for this year and ways we can continue to utilize the partnership to benefit our campus. We are excited to partnered with them for a Platte Valley night at Fritzler Corn Maze in late October. We will provide more details as they are given.

Items We are Working on or Monitoring

1. The first round of HS Parent Teacher Conferences will be on September 16th from 3:30-7:00pm and a Spanish translator will be provided for any family that needs them. We are excited to have Ms. Pierce working on some parent seminars for freshman and senior parents utilizing our staff member to help them understand and prepare to the year ahead for those students from a parent perspective.
2. We are currently working on updating our trophy cases on the west end of the athletic commons. Our goal is to make this an academic and CTE focused area honoring our rich history in both areas. Details will be discussed in person.
3. We are working on a new onboarding system for checking in with new students to our district in our building. Ms. Pierce, Mrs. Marshall, Mr. Appelhans and I will be meeting with these students regularly throughout the school year to touch base opportunities to help with their transitions.



High School Athletics/Activities Report September 2026 Board Meeting

Monthly Projects/Accomplishments

1. Lots of successes in our athletic programs so far this season, athletes and coaches are working hard and improving every day. Shout out to our grounds and maintenance crew on their great work making our facilities look fantastic.

Upcoming Major/Homecoming Events:

Cross Country: Platte Valley Invitational 9/25

Softball Homecoming Game: 9/29 vs Valley

Powderpuff Football Game: 9/30

Volleyball Homecoming Game – 10/1 vs Brush

Football Homecoming Game – 10/2 vs Wray

2. Had a successful Fall Athletics parent meeting. Coaches and I got an opportunity to speak with parents and athletes about expectations for the Fall season.
3. Will give oral update from the Patriot League Athletic Directors Meeting from 9/2 on league alignment and CHSAA policy changes
4. Update on our 2026 PSAT/SAT/CMAS data. When compared to other schools in Weld County we did very well, but also recognize there are still areas where we can focus and grow.

Items We Are Working on or Monitoring

1. Homecoming is 2 weeks away! So with it comes a lot of work from our club and activity sponsors.
Still holding up the traditions of Taste of Ag, Art Bus, Peach Fuzz, Powder Puff, bonfire, spirit stick, and all district assembly!
2. We will be going through the process of hiring a girls golf coach – it is posted and we are waiting on applicants!
3. PSAT/NMSQT is coming up in October, every Junior will take it as practice toward the SAT in the Spring.
4. Continuing to work on the updating of the Wall of Fame and trophy cases in front of the main gym, if you haven't seen it yet I recommend taking a look at it.

Platte Valley Middle School
Board Report
September 14, 2026

"I Am Because We Are Platte Valley"

CHASE 100!

Strong Start to the School Year

- **Gratitude for Our Incredible Staff** A huge thank you to our amazing staff for launching the school year with such energy and dedication while also moving into a new building and organizing their space and lessons for the new year. From day one, they've worked tirelessly to create a positive, engaging environment for student learning. Through our *"4 at the Door Plus One More"* initiative, staff are connecting with students in meaningful ways—and the response has been nothing short of exhilarating, both inside and outside the classroom.
- **Building Relationships, One Greeting at a Time**, I remain committed to fostering strong relationships with both staff and students. Each morning, I greet students at the door with a smile, a high five, or a fist bump—small gestures that carry big impact. Our teachers are visible and active in the hallways, creating a welcoming atmosphere that meets students where they are and sets the tone for a great day of learning.
- **Our Motto: "I Am Because We Are Platte Valley"** Since day one, we've embraced a new motto that reflects the heart of our community. This powerful statement speaks to our interconnectedness and reminds us that our well-being and success are rooted in the relationships we build—with each other and with our community.

NWEA Testing

1. We are currently completing our first round of NWEA benchmark testing for Math, Science, and Reading. A big shout out to Jason Arkulari and our entire team for all their support!
2. Teachers will be using the In-Service day on Sept 18th to analyze and apply the data generated from these tests as well as data from this year's CMAS tests. This data will be used to assess what we need to focus on in the future, from vertical alignment, culture and practice opportunities that can benefit every student moving forward.

Parent Teacher Conferences:

3. The first round of MS Parent Teacher Conferences will be on September 17 from 3:30-7pm in the Teacher's Classroom. We are looking forward to visiting with parents regarding their students' progress to start the 1st quarter
4. Spanish translations will be provided for any family that needs them.

WEB Leaders

5. **Shout out to Riley Makloski** for his outstanding work organizing our WEB Leaders this year! Alongside Riley, Abby and Julia did an incredible job preparing our 8th graders to step into leadership roles and make a positive impact throughout the school.

Their dedication to mentoring and empowering students has already made a noticeable difference in our school culture. It's inspiring to see our students rise to the occasion, and I'm excited to watch this program continue to grow and evolve in the years ahead.

Leadership starts early—and thanks to Riley, Abby and Julia our students are off to a phenomenal start. 🙌

Open House (August 14)

MS Open House took place on Friday, August 14th.

Students had the opportunity to meet their teachers, walk their schedule in the new building, try out their new lockers, and learn about the many activities and clubs offered at the middle school.

Along with academic info, the middle school hosted an Athletic Info Night to inform the parents of athletes about athletic policies, procedures and expectations for the season.

FBLA - Over the Summer in June to July, our FBLA Middle Chapter sent 5 students (Tripp Kelley, Channing Adams, Blake Edstrom, Jazlyn Dominguez, and Josiah Shaw) to FBLA Nationals in San Antonio, TX. All students did really well in their events and 1 team (Josiah and Channing) estimated placing in the top 20 out of 64 teams based on their score (FBLA only announces the top 10). These students visited the Alamo and learned about the history surrounding it. Students attended workshops on skills, personal goals and how to achieve them, and other FBLA related workshops. They also obtained a digital badge for passing an ethics leadership test which they may add to their resume of accomplishment for themselves and potential employers in the future.

The FBLA Officers this year are:

President: Kayden Dyer

Vice President: Rylen Kreps

Treasurer: Josiah Shaw

Secretary: Blake Edstrom

Committee Chair: Ryker Fangmeier



FFA - Mesa Arnold & Luke Arnold of the Platte Valley Middle FFA chapter in Kersey, Colorado have been named a national finalists this year. Mesa Arnold was named a finalist in the Social Science category in

Division 1 of the competition. Luke Larson was named a finalist in the Animal Systems category in Division 1 of the competition

Parent Teacher Council – You're Invited to Help Build a Stronger Bronco Community!

We are excited to invite students, families, school staff, and community members to the first-ever meeting of the **Bronco Community Council**, our new middle school Parent-Teacher Council!

The council will work together to support student activities, school events, staff appreciation, volunteer opportunities, fundraising efforts, and other projects that strengthen our school community. During this initial meeting, we will gather ideas, discuss possible goals, explore leadership positions, and decide how the council will move forward.

September 10

6:00 PM

Middle School Performing Arts Center

Students and adults who would like to participate are encouraged to attend. Whether you can volunteer regularly, assist with an occasional event, share ideas, or simply learn more, your involvement is welcome and appreciated.

Come help us create something meaningful for our students, staff, and entire Bronco community. We hope to see you there!



FOLLOW THE BRONCO WAY
RESPECT • RESPONSIBILITY • INTEGRITY • ENGAGEMENT

1 RESPECT
We treat everyone with dignity and kindness.
• Listening when others speak
• Using respectful language
• Following directions the first time
• Respecting school property and learning spaces

2 BE AN ACTIVE LEARNER
Learning requires participation and effort.
• Engaging in class discussions and activities
• Asking questions when you need help
• Completing assignments to the best of your ability
• Giving your best effort every day

3 ACCOUNTABILITY
We take responsibility for our choices and actions.
• Owning mistakes and learning from them
• Completing work on time
• Accepting feedback and working to improve
• Making choices that support learning

4 BE PREPARED
Prepared students are ready to learn and succeed.
• Bringing necessary materials to class
• Being on time and ready to begin
• Staying organized
• Completing required work on time

5 INTEGRITY
We do the right thing even when no one is watching.
• Being honest in your work and actions
• Treating others fairly
• Demonstrating strong character
• Following school expectations

6 EVERYONE IS LOVED, APPRECIATED, AND VALUED
Every person in our school community matters.
• Including others
• Supporting classmates
• Celebrating differences
• Creating a welcoming environment for everyone

7 STAY IN CLASS TO LEARN (VALUE TIME)
Instructional time is valuable and must be protected.
• Being present and engaged during class
• Minimizing unnecessary hallway time
• Respecting learning time for yourself and others
• Using time productively

THESE EXPECTATIONS ARE ESSENTIAL TO MAINTAINING A SAFE, RESPECTFUL, AND PRODUCTIVE LEARNING ENVIRONMENT.
AT PLATTE VALLEY MIDDLE SCHOOL:
• Respectful behavior is expected at all times.
• Students are expected to actively participate in learning.
• Students are responsible for their choices and actions.
• Students must come to class prepared and on time.
• Academic honesty and integrity are required.
• Every person will be treated with dignity and respect.
• Instructional time will be protected by remaining in class unless given permission.

OUR COMMITMENT
At Platte Valley Middle School, we commit to living THE BRONCO WAY every day by:
• **RESPECTING OTHERS**
• **TAKING OWNERSHIP OF OUR ACTIONS**
• **VALUING LEARNING FOR EVERYONE**
• **SUPPORTING ONE ANOTHER**
• **STRIVING TO IMPROVE DAILY**

BE A BRONCO. LIVE THE BRONCO WAY!



ATTEND. ON TIME. BE BRONCO AWESOME!
YOUR CHOICES TODAY = YOUR REWARDS TOMORROW!

EARN A CHANCE TO WIN!
Each month, students who meet ALL of the following will be entered into a raffle!

- NO TARDINESS** ✓
On time, all the time.
- NO ABSENCES** ✓
Be here. Be ready.
- NO FOLDER PULLS** ✓
Stay organized. Stay prepared.
- FOLLOWED THE BRONCO WAY** ✓
Respect. Responsibility. Ready to Learn.

MONTHLY RAFFLE Prize!
\$25 GIFT CARD!

**BE RESPECTFUL
BE RESPONSIBLE
BE READY TO LEARN**

MAKE GOOD CHOICES. BUILD GOOD HABITS. BE THE BRONCO WAY!

SHOW UP. STAND OUT. WIN!
#BroncoPride

Platte Valley Middle School
Assistant Principal / Athletic Director

Board Report

September 14, 2026

Athletics and Activities Update

- The volleyball team has 38 athletes out. The coaches have recognized Reagan Owens as the Student Athlete of the Month. Coach Kawata said, “She has really stepped up as a leader out on the court and has worked really hard to become an asset to the team as an all-around player.”



- Cross Country is off to a great start. There are 20 athletes out again this year. Coach Hafner recognized Tripp Kelley as the Student Athlete of the Month. Coach said “As an 8th grader, Tripp has truly stepped up as a leader on the team. He consistently shows hard work, and is also always encouraging his teammates, and helps lead by example. His dedication and positive attitude have made a strong impact on those around him. With his commitment, Tripp has continued to improve in every race this season, earning a personal record and showing lots of growth as an athlete. His leadership, sportsmanship, and determination make him a deserving Athlete of the Month.”



- Football has 45 athletes out this year. The Coaches recognized Rylen Kreps as the Student Athlete of the Month. Coach Granado said, “He shows Bronco pride every day. He holds others to be accountable and gives 100% effort. As well as maintaining good grades.”



- The cheer team has over 20 athletes out and have had a great start to the year.



- NJHS officers are Genevieve Arkulari as president, Rylen Kreps as vice president, Tripp Kelley as treasurer and Tucker Salmon as secretary.

Athletic Schedules

- Schedules are posted on the MS Athletics website

Board Report

Elementary School

September 2026

- I. Back to school night had a great turnout. The rain kept us from feeding everyone, but we still had most of our families come. In the future with the drought, we just need to plan a special event, and we will get some rain. We appreciate the efforts of the fire department and our PTC for their help in cooking and serving our families.
- II. One of the celebrations that I shared with staff is that our students that have had challenging behaviors have made significant progress. There has been a great number of families that have come to us this year that have high-need students, and it amazes me the progress our great teachers and staff have made in helping them adjust to school and our culture. Our biggest challenges so far are not those that have been with us, but those that are new. Give us some time and I know we will make a positive impact with them as well.
- III. We are in the process of determining our goals for the year. We work to align them with the strategic plan and teams often share goals to work on them together. Many staff will be working with students on goal setting and reflection in both academics and Success Skills.
- IV. The elementary will be evaluating ELA programs this year. It is one of the biggest decisions we make as a staff. We have received samples from several highly rated companies, and our teachers will pilot some of the materials and compare and contrast them to our current program. We are still considering HMH (our current program) and we are interested to see if the updates were impactful. Language arts is the most difficult adoption at the elementary level as the skills are vastly different between primary and intermediate grades. Tiffany and Ashley have done an outstanding job getting the ball rolling and we will keep you updated throughout the year.
- V. Culture and climate have always been a priority at PVES and we continue to foster that through the Sunshine Committee. The committee is a group of volunteer staff from all departments (including paras) that plan fun activities and get together throughout the year. They facilitate games, underground dress-up days, staff outings and even redid our lounge to make it more inviting. We appreciate their work and efforts to bring fun and energy to our staff.



*Pursuing Excellence for All:
For Every Student, Every Day*

Preschool Report September 2026 Board Meeting

Monthly Projects/Accomplishments/Good News

- Updated our Profile on the Colorado Department of Early Childhood UPK site
- Completed the enrollment process in Alma for all students
- Uploaded all students into Teaching Strategies GOLD
- Financial Agreements completed and schedules and fees uploaded
- Ages & Stages Questionnaires completed, scored and results shared with Teachers.
- 9/9 Enrollment update:

UPK 30hrs- 17	UPK 15hrs- 50	3-year-olds- 22	Alma Enrollment Total – 89
10 PP – 1day/wk	12 PP – 2 days/wk	7 PP – 3 days/wk	1 PP – 4 days/wk Total - 30 PP

Items We are Working on or Monitoring

- Reviewing last year’s GOLD data with teachers and making sure they feel confident in using the assessment with fidelity and can use data to drive instruction and completing our first GOLD checkpoint early, by 9/25 instead of 11/4, to get a more accurate starting point on students.
- Ensuring instruction of curriculum and content areas are aligning classroom to classroom and that teachers know the expectations.
- Informal classroom observations in every room.
- Meetings with staff 1 on 1 and with classroom teaching teams
- Monitoring and referring students for Special Education screenings and evaluations
- Applying for a level 3 rating

Upcoming Events

- 9/14 & 9/15 Vision and Hearing screening
- “Grahams & Grahamps” snacks and stories, 9/16 & 9/17
- 9/18 Teacher in-service day Pk – 12
- 9/24 Teacher training on aligning curriculum, assessments and standards
- 9/25 Finalizing Fall GOLD checkpoints

From: Alexis Rink <arink@pvre7.org>

The STAR award recipient for this month is Kendra Holtcamp. Her colleagues state that she has an incredible ability to help every student see themselves as confident, capable, and strong. Her lessons are fun, engaging, and filled with real-world applications that teach students not only about health and fitness, but also independence and skills they can use throughout their lives. Kendra's impact reaches far beyond the PE classroom. She coaches throughout the district and builds meaningful relationships with students that continue to make a difference long after they leave her classroom. She truly invests in kids and helps them grow into confident, resilient young people. Kendra also goes above and beyond to support her fellow staff members. She is always positive, willing to listen, and ready to lend a hand whenever someone needs it. She brings encouragement and positivity to our school every day. Kendra is the kind of teacher and colleague who makes everyone around her better, and her lasting impact on students and staff makes her so deserving of this award.

PVEA had a great turnout for the new teacher's luncheon. We got to connect, educate, and gain new members to this amazing organization. Ongoing conversations are continuing to take place to make sure the bus drivers, the lunch staff, and other paraprofessionals in the district know that this education association can have more than just teachers. The organization is so fortunate to uphold a great partnership with the district and the board, and we are off to a great, busy year.



CFO/COO Report September 2026 Board Meeting

Monthly Projects/Accomplishments

- We completed our financial audit with Szabo & Associates. The audit again went very well with minimal adjustments. I want to thank Lyndsey, Sandy, Lori Dr. Burmeister and the school building staff for their continued hard work. Scott Szabo will be at our October meeting to present the audit to the board.

Issues We are Working on or Monitoring

- We received the unofficial preliminary assessed value on August 26th. The District's Assessed Value decreased approximately 8.5% to \$2.4 billion from \$3.12 billion. If this number remains the official assessed value in December, the District will still be in categorical buy-out. We will continue to keep the board informed of this through December when the final assessed value is received.
- Starting this month, we will be working through the October count process. For the November Board Meeting we should have preliminary numbers for enrollment.
- JHL is still working on a few remaining items in the new middle school. Most all work is now taking place at night, but this will continue to wind down. Outside site work continues as well. They have completed the waterline for the fire hydrants and have started to install the conduit and caissons for outdoor lighting. The remaining abatement will take approximately 3 weeks from August 3rd. This will push the completion of the site work to the first part of December. There are concerns of not being able to finish this year and may have to extend work to next spring.



Platte Valley School District September Financial Report

Total Program Reserve Fund Revenue and Expenses

Revenues

	Audited 2024-2025	Un Audited 2025-2026	Month 2026-2027	Year to Date 2026-2027	Budget 2026-2027	Budget Balance 2025-2026	Percent Remaining Budget Balance / Budget
Local	\$4,763,013	\$3,811,175	\$5,072	\$6,756	\$0	-\$6,756	0.0%
Intermediate	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
State	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Federal	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Intrest	\$3,312	\$0	\$3,507	\$6,956	\$0	\$0	0.0%
Total Revenues	\$4,766,325	\$3,811,175	\$8,579	\$13,712	\$0	-\$13,712	0.0%
Transfer out of Total Program Reserve Fund	(\$4,976,003)	-\$3,811,175	\$0	\$0	\$0		
Total Adopted Total Program Revenues	-\$209,678	\$0	\$8,579	\$13,712	\$0	-\$13,712	#DIV/0!

Expenditures

Instructional	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Support Services		\$0					
Student Support	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Instructional Support	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
General Administration	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Business Services	\$11,076	\$32,000	\$1	\$3	\$0	\$0	0.0%
Operations & Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Student Transportation	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Central Support Services	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Support Services	\$11,076	\$32,000	\$1	\$3	\$0		
Total Expenditures	\$11,076	\$32,000	\$1	\$3	\$0	\$0	0.0%

Net Change in Fund Balance

	-\$224,066	-\$32,000		\$13,709	\$0		
Fund Balance, Beginning, As Restated	\$272,118	\$48,052		\$16,052	\$16,052		
Fund Balance, Ending	\$48,052	\$16,052		\$29,761	\$16,052		



Platte Valley School District September Financial Report
General Fund Summary Revenue and Expenses

	Audited 2024-2025	Un Audited 2025-2026	Month 2026-2027	Year to Date 2026-2027	Budget 2026-2027	Budget Balance 2026-2027	Percent Remaining Budget Balance / Budget
Revenues							
Local	\$16,440,581	\$18,127,635	\$209,945	\$275,817	\$18,127,635	\$17,851,818	98.5%
Intermediate	\$53,462	\$4,751	\$5,049	\$5,049	\$5,000	-\$49	-1.0%
State	\$398,417	\$583,271	\$26,780	\$26,780	\$27,383	\$603	2.2%
Federal	\$0	\$0	\$0	\$0	\$0	\$0	#DIV/0!
Total Revenues	\$16,892,460	\$18,715,657	\$241,774	\$307,646	\$18,160,018	\$17,852,372	98.3%
Transfer into General Fund	\$417,000	\$522,506			\$0		
Transfer out of General Fund	\$0	\$0	\$0	\$0	\$0		
Total Adopted General Fund Revenues	\$17,309,460	\$19,238,163	\$241,774	\$307,646	\$18,160,018	\$17,852,372	98.3%
Expenditures							
Instructional	\$11,688,250	\$11,493,590	\$875,787	\$1,773,376	\$11,990,709	\$10,217,333	85.2%
Support Services							
Student Support	\$565,817	\$516,600	\$54,548	\$105,133	\$567,320	\$462,187	81.5%
Instructional Support	\$370,552	\$372,995	\$24,457	\$85,427	\$372,995	\$287,568	77.1%
General Administration	\$533,022	\$450,301	\$42,724	\$79,981	\$452,864	\$372,883	82.3%
School Administration	\$1,487,252	\$1,362,972	\$122,609	\$235,827	\$1,322,655	\$1,086,828	82.2%
Business Services	\$456,914	\$377,328	\$77,804	\$129,058	\$390,328	\$261,270	66.9%
Operations & Maintenance	\$2,245,733	\$2,210,115	\$284,703	\$703,426	\$2,399,188	\$1,695,762	70.7%
Student Transportation	\$895,629	\$977,403	\$52,113	\$143,443	\$937,403	\$793,960	84.7%
Central Support Services	\$742,354	\$631,008	\$93,402	\$261,888	\$631,007	\$369,119	58.5%
Total Support Services	\$7,297,273	\$6,898,722	\$752,360	\$1,744,183	\$7,073,760		
Total Expenditures	\$18,985,523	\$18,987,695	\$1,628,147	\$3,517,559	\$19,064,469	\$15,546,910	81.5%
Net Change in Fund Balance	-\$71,449	-\$24,747			-\$904,451		
Fund Balance, Beginning, As Restated	\$10,844,321	\$10,772,872			\$10,748,125		
Fund Balance, Ending	\$10,772,872	\$10,748,125			\$9,843,674		



Platte Valley School District September Financial Report
General Fund Operating Revenue

Revenues

Local Sources

	Audited 2024-2025	Un Audited 2025-2026	Month 2026-2027	Year to Date 2026-2027	Budget 2026-2027	Budget Balance 2026-2027	Percent Remaining Budget Balance / Budget
Property Taxes	\$16,094,423	\$16,863,290	\$8,306	\$19,212	\$16,863,290	\$16,844,078	99.9%
Specific Ownership Tax	\$958,765	\$834,845	\$100,587	\$100,587	\$834,845	\$734,258	88.0%
Delinquent Taxes & Interest	\$1,055	\$0	\$0	\$0	\$0	\$0	0.0%
Abatements	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Earnings on Investments	\$316,314	\$150,000	\$35,869	\$74,099	\$150,000	\$75,901	50.6%
Pupil Activities	\$58,679	\$49,500	\$4,755	\$4,755	\$49,500	\$44,745	90.4%
Other Local Revenue	\$561,336	\$230,000	\$60,428	\$77,164	\$230,000	\$152,836	66.5%
					\$0		
Services within BOCES	\$0	\$0	\$0	\$0	\$0		
Total Local Revenue	\$17,990,572	\$18,127,635	\$209,945	\$275,817	\$18,127,635	\$17,851,818	98.5%

Intermediate Sources

State Sources

	\$53,462	\$4,751	\$5,049	\$5,049	\$5,000	-\$49	-1.0%
State Equalization	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
State Equalization Audit							
Rural Funding	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
CDIP	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Kindergarten Implementation Grant	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
CPP Tax Check	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Contingency Reserve	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Career Success Pilot Program	\$36,306	\$0	\$0	\$0	\$0	\$0	0.0%
National Board Certified Educators	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
ELPA	\$0	\$0	\$26,780	\$26,780	\$27,383	\$603	0.0%
English Language Proficiency	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Vocational Education	-\$10,348	\$0	\$0	\$0	\$0	\$0	0.0%
Transportation	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Special Education	-\$452,300	\$0	\$0	\$0	\$0	\$0	0.0%
Gifted and Talented	-\$19,774	\$18,271	\$0	\$0	\$0	\$0	0.0%
READ Act	\$33,083	\$30,000	\$0	\$0	\$0	\$0	#DIV/0!
Library Grant	\$5,000	\$0	\$0	\$0	\$0	\$0	0.0%
Parks & Wildlife Grant	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Foster Care Transportation Reimbursement	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
At Risk Funding	\$7,266	\$0	\$0	\$0	\$0	\$0	0.0%
State On-Behalf PERA Payment	\$205,917	\$0	\$0	\$0	\$0	\$0	0.0%
Services within BOCES	\$15,447	\$0	\$0	\$0	\$0	\$0	0.0%
CDE At-Risk Mitigation Funding	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Return of Categorical & State Equalization	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
New Arrival Students	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Summer EBT	\$1,475	\$0	\$0	\$0	\$0	\$0	0.0%
Pre School State Revenue	\$576,345	\$535,000	\$0	\$0	\$0	\$0	0.0%
Total State Revenue	\$398,417	\$583,271	\$26,780	\$26,780	\$27,383	\$603	2.2%

Federal Sources

CDC Student Health Grant	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Early Literacy	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
National Forest Land Payment	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
COVID Relief Fund	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
COVID ESSER I Grant	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
COVID ESSER II Grant	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
COVID ESSER III Grant	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
COVID Safe School Reopening Grant	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Emergency Connectivity Grant	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Services within BOCES	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
PEBT Snap Grant	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Federal Sources	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Federal Revenues	\$0	\$0	\$0	\$0	\$0	\$0	#DIV/0!

Transfer into General Fund

Transfer Out of General Fund

Total Revenues	\$18,859,451	\$18,393,740	\$241,774	\$307,646	\$18,160,018	\$17,852,372	98.3%
-----------------------	---------------------	---------------------	------------------	------------------	---------------------	---------------------	--------------



Platte Valley School District September Financial Report
General Fund Operating Expenses by Program

Expenditures

		Audited 2024-2025	Un Audited 2025-2026	Month 2026-2027	Year to Date 2026-2027	Budget 2026-2027	Budget Balance 2026-2027	Percent Remaining Budget Balance / Budget
Instructional								
	Salaries	\$7,895,994	\$7,935,600	\$620,114	\$1,257,163	\$8,605,863	\$7,348,700	85.4%
	Employee Benefits	\$3,053,288	\$3,015,130	\$221,587	\$448,080	\$2,832,786	\$2,384,706	84.2%
	Purchased Services	\$362,712	\$262,060	\$23,507	\$48,226	\$262,060	\$213,834	81.6%
	Supplies and Materials	\$366,531	\$272,500	\$10,579	\$19,907	\$281,700	\$261,793	92.9%
	Property	\$9,725	\$8,300	\$0	\$0	\$8,300	\$8,300	100.0%
	Other	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Instructional		\$11,688,250	\$11,493,590	\$875,787	\$1,773,376	\$11,990,709	\$10,217,333	85.2%
Support Services--Students								
	Salaries	\$378,909	\$324,147	\$37,677	\$70,341	\$324,147	\$253,806	78.3%
	Employee Benefits	\$136,141	\$127,193	\$12,704	\$22,859	\$127,913	\$105,054	82.1%
	Purchased Services	\$46,828	\$59,365	\$4,167	\$11,933	\$109,365	\$97,432	89.1%
	Supplies and Materials	\$3,939	\$5,895	\$0	\$0	\$5,895	\$5,895	100.0%
	Property	\$0	\$0	\$0	\$0	\$0	\$0	#DIV/0!
	Other	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Support Services--Students		\$565,817	\$516,600	\$54,548	\$105,133	\$567,320	\$462,187	81.5%
Support Services--Instructional Support								
	Salaries	\$194,888	\$203,679	\$16,305	\$30,996	\$203,679	\$172,683	84.8%
	Employee Benefits	\$86,289	\$105,396	\$6,494	\$12,867	\$105,396	\$92,529	87.8%
	Purchased Services	\$66,434	\$47,320	\$1,658	\$41,564	\$47,320	\$5,756	12.2%
	Supplies and Materials	\$20,914	\$16,600	\$0	\$0	\$16,600	\$16,600	100.0%
	Property	\$2,027	\$0	\$0	\$0	\$0	\$0	#DIV/0!
	Other	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Support Services--Instructional Support		\$370,552	\$372,995	\$24,457	\$85,427	\$372,995	\$287,568	77.1%
General Administration								
	Salaries	\$278,116	\$270,778	\$22,842	\$45,751	\$273,341	\$227,590	83.3%
	Employee Benefits	\$129,164	\$77,073	\$10,977	\$21,935	\$77,073	\$55,138	71.5%
	Purchased Services	\$110,151	\$98,950	\$8,540	\$11,930	\$98,950	\$87,020	87.9%
	Supplies and Materials	\$2,362	\$3,500	\$365	\$365	\$3,500	\$3,135	89.6%
	Property	\$0	\$0	\$0	\$0	\$0	\$0	#DIV/0!
	Other	\$13,229	\$0	\$0	\$0	\$0	\$0	0.0%
Total General Administration		\$533,022	\$450,301	\$42,724	\$79,981	\$452,864	\$372,883	82.3%
School Administration								
	Salaries	\$1,089,864	\$1,149,351	\$91,533	\$176,872	\$1,123,034	\$946,162	84.3%
	Employee Benefits	\$380,037	\$202,121	\$29,043	\$56,672	\$188,121	\$131,449	69.9%
	Purchased Services	\$17,351	\$11,500	\$2,033	\$2,283	\$11,500	\$9,217	80.1%
	Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
	Property	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
	Other	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total School Administration		\$1,487,252	\$1,362,972	\$122,609	\$235,827	\$1,322,655	\$1,086,828	82.2%
Business Services								
	Salaries	\$282,439	\$248,780	\$55,183	\$73,975	\$261,780	\$187,805	71.7%
	Employee Benefits	\$86,466	\$62,848	\$5,715	\$11,847	\$62,848	\$51,001	81.1%
	Purchased Services	\$78,355	\$57,700	\$16,084	\$41,796	\$57,700	\$15,904	27.6%
	Supplies and Materials	\$9,209	\$8,000	\$822	\$1,440	\$8,000	\$6,560	82.0%
	Property	\$330	\$0	\$0	\$0	\$0	\$0	0.0%
	Other	\$115	\$0	\$0	\$0	\$0	\$0	0.0%
Total Business Services		\$456,914	\$377,328	\$77,804	\$129,058	\$390,328	\$261,270	66.9%
Operations & Maintenance								
	Salaries	\$576,002	\$576,249	\$48,760	\$96,293	\$589,988	\$493,695	83.7%
	Employee Benefits	\$221,007	\$209,288	\$16,783	\$33,034	\$211,288	\$178,254	84.4%
	Purchased Services	\$913,880	\$871,558	\$168,425	\$487,853	\$1,046,112	\$558,259	53.4%
	Supplies and Materials	\$531,071	\$551,800	\$50,735	\$86,246	\$551,800	\$465,554	84.4%
	Property	\$3,773	\$1,220	\$0	\$0	\$0	\$0	#DIV/0!
	Other	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Operations & Maintenance		\$2,245,733	\$2,210,115	\$284,703	\$703,426	\$2,399,188	\$1,695,762	70.7%
Student Transportation								
	Salaries	\$526,486	\$600,115	\$34,440	\$74,726	\$577,115	\$502,389	87.1%
	Employee Benefits	\$176,506	\$192,137	\$12,782	\$26,882	\$175,137	\$148,255	84.7%
	Purchased Services	\$54,754	\$49,800	\$544	\$32,359	\$49,800	\$17,441	35.0%
	Supplies and Materials	\$135,139	\$135,350	\$4,347	\$9,476	\$135,350	\$125,874	93.0%
	Property	\$1,928	\$1	\$0	\$0	\$1	\$1	100.0%
	Other	\$816	\$0	\$0	\$0	\$0	\$0	0.0%
Total Student Transportation		\$895,629	\$977,403	\$52,113	\$143,443	\$937,403	\$793,960	84.7%

Central Support Services								
Salaries	\$356,127	\$360,968	\$33,383	\$67,581	\$360,968	\$293,387		81.3%
Employee Benefits	\$131,189	\$94,428	\$9,998	\$20,182	\$94,428	\$74,246		78.6%
Purchased Services	\$218,621	\$153,911	\$42,888	\$87,667	\$153,911	\$66,244		43.0%
Supplies and Materials	\$22,372	\$21,700	\$7,133	\$86,458	\$21,700	-\$64,758		-298.4%
Property	\$13,873	\$1	\$0	\$0	\$0	\$0	#DIV/0!	
Other	\$172	\$0	\$0	\$0	\$0	\$0		0.0%
Total Central Support Services	\$742,354	\$631,008	\$93,402	\$261,888	\$631,007	\$369,119		58.5%
Total Support Services	\$7,297,273	\$7,299,445	\$752,360	\$1,744,183	\$7,073,760	\$5,329,577		75.3%
Total Expenditures	\$18,985,523	\$18,793,035	\$1,628,147	\$3,517,559	\$19,064,469	\$15,546,910		81.5%



Platte Valley School District September Financial Report
Food Service Fund

Revenues

	Audited 2024-2025	Un Audited 2025-2026	Month 2026-2027	Year to Date 2026-2027	Budget 2026-2027	Budget Balance 2026-2027	Percent Remaining Budget Balance / Budget
Local	\$54,262	\$44,185	\$3,110	\$3,142	\$38,885	\$35,743	91.9%
Intermediate	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
State	\$227,238	\$268,500	\$0	\$0	\$267,500	\$267,500	100.0%
Federal	\$458,995	\$357,000	\$0	\$0	\$402,883	\$402,883	100.0%
Total Revenues	\$740,495	\$669,685	\$3,110	\$3,142	\$709,268	\$706,126	99.6%
Transfer from General Fund	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Food Service Revenues	\$740,495	\$669,685	\$3,110	\$3,142	\$709,268		

Expenditures

Support Services							
Salaraires	\$274,479	\$292,644	\$20,386	\$38,203	\$272,251	\$234,048	86.0%
Employee Benefits	\$143,896	\$154,974	\$9,144	\$17,379	\$156,974	\$139,595	88.9%
Purchased Services	\$3,746	\$4,800	\$741	\$5,311	\$4,800	-\$511	-10.6%
Supplies and Materials	\$325,326	\$215,917	\$557	\$557	\$263,975	\$263,418	99.8%
Property	\$945	\$1,350	\$0	\$0	\$0	\$0	0.0%
Total Expenditures	\$748,392	\$669,685	\$30,828	\$61,450	\$698,000	\$636,550	91.2%

Net Change in Fund Balance

Net Change in Fund Balance	-\$7,897	\$0		-\$58,308	\$11,268		
Fund Balance, Beginning, As Restated	\$250,548	\$259,037			\$259,037		
Fund Balance, Ending	\$259,037	\$259,037			\$270,305		



Platte Valley School District September Financial Report
Designated Grants Fund

Revenues

	Audited 2024-2025	Un Audited 2025-2026	Month 2026-2027	Year to Date 2026-2027	Budget 2026-2027	Budget Balance 2026-2027	Percent Remaining Budget Balance / Budget
Local	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Intermediate	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
State	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Federal	\$187,716	\$129,340	\$0	\$186,678	\$201,222	\$14,544	7.2%
Transfer from General Fund	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Revenues	\$187,716	\$129,340	\$0	\$186,678	\$201,222	\$14,544	7.2%

Expenditures

Instruction							
Salaries	\$141,091	\$111,386	\$11,117	\$22,234	\$142,416	\$120,182	84.4%
Employee Benefits	\$8	\$0	\$0	\$0	\$0	\$0	0.0%
Purchased Services	\$17,913	\$0	\$0	\$0	\$0	\$0	0.0%
Supplies and Materials	\$0	\$14,789	\$0	\$0	\$0	\$0	0.0%
Property	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Instruction	\$159,012	\$126,175	\$11,117	\$22,234	\$142,416	\$120,182	84.4%
Support Services							
Salarais	\$25,800	\$62,735	\$3,665	\$8,026	\$39,338	\$31,312	79.6%
Employee Benefits	\$866	\$0	\$80	\$80	\$0	-\$80	0.0%
Purchased Services	\$1,038	\$0	\$0	\$0	\$0	\$0	0.0%
Supplies and Materials	\$1,000	\$6,679	\$0	\$0	\$0	\$0	0.0%
Property	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Support Services	\$28,704	\$69,414	\$3,745	\$8,106	\$39,338	\$31,232	79.4%
Total Expenditures	\$187,716	\$195,589	\$14,862	\$30,340	\$181,754	\$151,414	83.3%
Net Change in Fund Balance	\$0	-\$66,249			\$0		
Fund Balance, Beginning, As Restated	\$0	\$0			\$0		
Fund Balance, Ending	\$0	\$0					



Platte Valley School District September Financial Report

Pupil Activity Agency Fund

Revenues

Elementary Activities Revenues	\$79,836	\$75,000	\$7,721	\$7,721	\$75,000	\$67,279	89.7%
Middle School Activities Revenues	\$102,977	\$80,000	\$13,678	\$13,701	\$80,000	\$66,299	82.9%
High School Activities Revenues	\$553,886	\$500,000	\$80,984	\$70,683	\$500,000	\$429,317	85.9%

Total Revenues

	\$736,699	\$747,185	\$102,383	\$92,105	\$655,000	\$562,895	85.9%
--	-----------	-----------	-----------	----------	-----------	-----------	-------

Expenditures

Elementary Activities Expenses	\$99,446	\$75,000	\$3,872	\$3,872	\$75,000	\$71,128	94.8%
Middle School Activities Expenses	\$89,387	\$80,000	\$5,348	\$5,348	\$80,000	\$74,652	93.3%
High School Activities Expenses	\$597,283	\$500,000	\$32,766	\$32,766	\$500,000	\$467,234	93.4%

Total Expenditures

	\$786,116	\$655,000	\$41,986	\$41,986	\$655,000	\$613,014	93.6%
--	-----------	-----------	----------	----------	-----------	-----------	-------

Net Change in Fund Balance

	\$40,617	\$92,185		\$50,119	\$0		
--	----------	----------	--	----------	-----	--	--

Fund Balance, Beginning, As Restated

	\$625,693	\$625,693			\$717,878		
--	-----------	-----------	--	--	-----------	--	--

Fund Balance, Ending

	\$625,693	\$717,878			\$717,878		
--	-----------	-----------	--	--	-----------	--	--



Platte Valley School District September Financial Report
Bond Redemption Fund

Revenues

	Audited 2024-2025	Un Audited 2025-2026	Month 2026-2027	Year to Date 2026-2027	Budget 2026-2027	Budget Balance 2026-2027	Percent Remaining Budget Balance / Budget
Local							
Property Taxes	\$11,894,455	\$10,931,122	\$5,380	\$12,364	\$10,729,825	\$10,717,461	99.9%
Delinquent Taxes and Interest	\$384	\$0	\$0	\$0	\$0	\$0	0.0%
Abatements	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Interest of Investments	\$685,175	\$2,500	\$73,889	\$146,535	\$2,500	-\$144,035	-5761.4%
Total Revenues	\$12,580,014	\$10,933,622	\$79,269	\$158,899	\$10,732,325	\$10,573,426	98.5%

Expenditures

Debt Service							
Principal Retirement	\$2,995,000	\$5,775,000	\$0	\$0	\$5,810,000	\$5,810,000	100.0%
Interest and Fiscal Charges	\$2,845,750	\$5,143,775	\$0	\$0	\$4,919,825	\$4,919,825	100.0%
Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Appropriated Reserves	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Expenditures	\$5,840,750	\$10,918,775	\$0	\$0	\$10,729,825	\$10,729,825	100.0%

Other Financing Sources (Uses)

Proceeds of Refunding Bonds	\$0	\$0					
Premium on Bonds	\$0	\$0					
Payment to Escrow Agent	\$0	\$0					
Total Other Financing Sources (Uses)	\$0	\$0					

Net Change in Fund Balance	\$6,739,264	\$14,847			\$2,500		
Fund Balance, Beginning, As Restated	\$15,148,237	\$21,887,501			\$21,902,348		
Fund Balance, Ending	\$21,887,501	\$21,902,348			\$21,904,848		



Platte Valley School District September Financial Report
Building Fund

Revenues

Local

Bond Sale Proceeds	\$89,500,000	\$0	\$0	\$0	\$0	\$0	0.0%
Premium on Bond Sale	\$12,920,577	\$0	\$0	\$0	\$0		
Earnings on Investments	\$2,484,442	\$200,000	\$256,176	\$410,562	\$100,000	-\$310,562	-310.6%
Other Local Revenue	\$0	\$0	\$0	\$0	\$0	\$0	0.0%

Total Revenues

Expenditures

Capital Outlay

Purchased Services	\$1,112,527	\$0	\$0	\$0	\$0	\$0	0.0%
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Property	\$11,911,585	\$54,652,000	\$4,117,282	\$9,912,743	\$17,159,043	\$7,246,300	42.2%
Debt Issuance Costs	\$519,775	\$0	\$0	\$0	\$0	\$0	0.0%

Appropriated Reserves

Total Expenditures

	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
	<u>\$13,543,887</u>	<u>\$54,652,000</u>	<u>\$4,117,282</u>	<u>\$9,912,743</u>	<u>\$17,159,043</u>	<u>\$7,246,300</u>	<u>42.2%</u>

Net Change in Fund Balance

Fund Balance, Beginning, As Restated

Fund Balance, Ending

	<u>\$91,361,132</u>	<u>-\$54,452,000</u>		<u>-\$9,502,181</u>	<u>-\$17,059,043</u>		
	<u>\$2,848,768</u>	<u>\$94,209,900</u>			<u>\$39,757,900</u>		
	<u>\$94,209,900</u>	<u>\$39,757,900</u>			<u>\$22,698,857</u>		



Platte Valley School District September Financial Report
Capital Projects Fund

Revenues

Local

Earnings on Investments

Other Local Revenue

Transfer In to Capital Projects

Total Revenues

Expenditures

Capital Outlay

Purchased Services

Supplies and Materials

Property

Appropriated Reserves

Total Expenditures

Net Change in Fund Balance

Fund Balance, Beginning, As Restated

Fund Balance, Ending

	Audited 2024-2025	Audited 2025-2026	Month 2026-2027	Year to Date 2026-2027	Budget 2026-2027	Budget Balance 2026-2027	Percent Remaining Budget Balance / Budget
Earnings on Investments	\$743,319	\$2,000	\$38,972	\$77,296	\$200,000	\$0	0.0%
Other Local Revenue	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Transfer In to Capital Projects	\$4,453,497	\$3,929,287	\$0	\$0	\$0	\$0	0.0%
Total Revenues	\$5,196,816	\$3,931,287	\$38,972	\$77,296	\$200,000	\$0	0.0%
Expenditures							
Capital Outlay							
Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Property	\$4,156,830	\$7,171,588	\$8,401	\$8,401	\$28,000	\$19,599	70.0%
Appropriated Reserves	\$0	\$0	\$0	\$0	\$507,883	\$507,883	100.0%
Total Expenditures	\$4,156,830	\$7,171,588	\$8,401	\$8,401	\$535,883	\$19,599	3.7%
Net Change in Fund Balance	\$1,039,986	-\$3,240,301		\$68,895	-\$335,883		
Fund Balance, Beginning, As Restated	\$16,201,027	\$17,241,013			\$14,000,712		
Fund Balance, Ending	\$17,241,013	\$14,000,712			\$13,664,829		

Bank of Colorado Building Fund Checks

Check Number	Date	Payee	Amount	Void Date
40982	8/21/2026	Colorado Div Of Oil And Public Safety	\$30.00	
40981	8/14/2026	RB+B Architects Inc	\$56,280.00	
40980	8/14/2026	OS SCHOOLS	\$405,001.20	
40979	8/14/2026	MAC-BESTOS, Inc	\$370,500.00	
40978	8/14/2026	JHL Constructors, Inc.	\$2,963,641.55	
40977	8/14/2026	Ground Engineering Consultants, Inc.	\$16,538.50	
40976	8/14/2026	Choice Moving Company LLC	\$2,550.00	
40975	8/14/2026	C&S Inc.	\$2,000.00	
40974	8/14/2026	Agora West Real Estate Group, Inc.	\$37,053.80	

Bank of Colorado General Fund Checks

Check Number	Date	Payee	Amount	Void Date
113642	8/28/2026	Zella Foos	\$119.90	
113641	8/28/2026	Warehouse Supply	\$697.72	
113640	8/28/2026	Sarah Kawata	\$60.96	
113639	8/28/2026	Nutrien Ag Solutions, Inc.	\$4,085.98	
113638	8/28/2026	Lesh Electric	\$150.00	
113637	8/28/2026	Golf & Sport Solutions LLC	\$87.50	
113636	8/28/2026	Genesis Technologies Inc	\$3,000.00	
113635	8/28/2026	Creation Gardens	\$71.70	
113634	8/28/2026	Banner Medical Group	\$3,537.00	
113633	8/27/2026	Windsor High School	\$250.00	
113632	8/27/2026	Laura Mix	\$69.65	
113631	8/27/2026	Colorado School District Self Insurance	\$118,850.00	
113630	8/27/2026	Cleaning Solutions LLC	\$19,902.87	
113629	8/27/2026	Cheyenne Mountain HS	\$350.00	
113628	8/21/2026	Xerox Business Solutions	\$4,905.70	
113627	8/21/2026	Weld County School District 6	\$450.65	
113626	8/21/2026	Valley Fire Extinguisher Inc	\$593.00	
113625	8/21/2026	Tyler Technologies, Inc.	\$480.00	
113624	8/21/2026	Tiger Inc.	\$91.77	
113623	8/21/2026	Semple, Farrington & Overall, P.C.	\$6,275.88	
113622	8/21/2026	Roosevelt Middle School	\$50.00	
113621	8/21/2026	Northern Colorado Christmas Tournament	\$750.00	
113620	8/21/2026	Hudl	\$8,500.00	
113619	8/21/2026	HD Supply	\$6,908.17	
113618	8/21/2026	Garretsons Sports Center	\$2,500.00	
113617	8/21/2026	Eaton High School	\$300.00	
113616	8/21/2026	Earl Glenn McClain Jr	\$750.00	
113615	8/21/2026	Duo Designs Inc	\$487.00	
113614	8/21/2026	Dee Lynn Adams	\$240.00	
113613	8/21/2026	Centennial Sales	\$1,214.26	
113612	8/21/2026	CDW Government Inc	\$22,540.05	
113611	8/21/2026	Brush High School	\$425.00	
113610	8/20/2026	Alexander Mead	\$3,877.12	
113609	8/17/2026	Horace Mann Life Insurance Company	\$4,329.47	
113608	8/13/2026	Cleaning Solutions LLC	\$16,362.50	
113607	8/20/2026	United Health Care -	\$84.55	
113606	8/20/2026	Medicare Premium Collection Center	\$524.10	
113605	8/20/2026	Kaiser Permanente	\$45.00	
113604	8/20/2026	Horace Mann Life Insurance Company	\$725.19	
113603	8/20/2026	Credit Acceptance Corp	\$200.00	
113602	8/20/2026	CIGNA Medicare Supplement Insurance	\$317.77	
113601	8/20/2026	CEBT - Group L1	\$152,149.82	
113600	8/7/2026	Xerox Business Solutions	\$16.87	
113599	8/7/2026	Tyler Technologies, Inc.	\$13,115.00	
113598	8/7/2026	Dawn Johnson	\$93.60	

113597	8/6/2026 Zayo Group, LLC	\$255.60
113596	8/6/2026 Xerox Business Solutions	\$17.47
113595	8/6/2026 The Aegis Life & Fire Safety Company	\$4,361.00
113594	8/6/2026 Platte Valley Schools-Activity FFA	\$426.91
113593	8/6/2026 North Range Behavioral Health	\$4,166.66
113592	8/6/2026 Camcor, Inc.	\$6,400.00
113591	8/6/2026 Atmos Energy	\$274.46
113590	8/6/2026 Atmos Energy	\$335.16



Technology Update (September 2026)

The Technology Department has transitioned from summer deployment projects to supporting day-to-day operations and ensuring a successful start to the school year. Student and staff devices were deployed and ready for use on day one, and district technology systems continue to operate reliably in support of instruction and operations.

Highlights

- Student and staff devices were successfully deployed for the start of the school year.
- The district's transition from PRI to SIP phone services is in its final phase and is expected to be completed next week.
- The High School Valcom intercom project is substantially complete, with a small number of clocks pending delivery from a manufacturer's backorder.
- The Lightspeed internet filtering platform is fully operational, providing enhanced student safety tools, content filtering, and usage reporting.
- Technology staff continue to focus on system reliability, cybersecurity, classroom support, and future infrastructure planning.

Appreciation

I would like to thank Wendi Meyer, Dawn McConkey, Cori Piper, and Robert Wardell for their outstanding efforts throughout the summer and during the first weeks of school. Their hard work and dedication ensured that devices, infrastructure, communications systems, and security platforms were ready to support students and staff from day one. Their commitment continues to play a vital role in the success of our district's technology programs.

[Save Our E-Rate - Schools Health & Libraries Broadband Coalition](#)

[FCC-26-41A1.pdf](#)

[Save Our E-Rate Explainer Document](#)

[E-Rate Funding Summary - E-Rate Central](#) (This is a report of what we have applied for and received from E-rate since 2001)

Count represents number of students for which the district or school is accountable (continuously enrolled students).

Percentile rank reflects the performance of the identified group relative to the performance of all students across schools statewide.

2026 Preliminary District Performance Framework

0000: District Name

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
All Students			745.3	63	6.00/8	Meets
Previously identified for READ Plan	2,008	84.1%	705.2	-	-	Does Not Meet
Free/Reduced-Price Lunch Eligible				16	0.50/1	Approaching
Minority Students				43	0.50/1	Approaching
Multilingual Learners	2,015	84.2%	721.8	13	0.25/1	Does Not Meet
Students with Disabilities	1,255	71.9%	711.7	2	0.25/1	Does Not Meet
CMAS - Math						
All Students			744.0	70	6.00/8	Meets
Free/Reduced-Price Lunch Eligible				10	0.50/1	Approaching
Minority Students			723.7	24	0.50/1	Approaching
Multilingual Learners	2,173	90.5%	726.1	29	0.50/1	Approaching
Students with Disabilities	1,273	72.7%	717.7	12	0.25/1	Does Not Meet
CMAS - Science						
All Students	3,202	87.5%	741.4	61	6.00/8	Meets
Free/Reduced-Price Lunch Eligible	959	83.9%	723.1	24	0.50/1	Approaching
					0.50/1	Approaching
					0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	23.25/36	Meets

Includes relevant alternate assessment results.

Previously identified for READ Plan is only at the elementary level

A dash ('-') in any cell indicates that amount of available data is below that required for accountability calculations.

Indicates grade level of report and the data set on which this report is based (one-year or multi-year).

Multilingual Learners: include NEP, LEP, and FEP students. Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

Mean scale score represents the average of valid scores across grades for the identified group.

CDE reintroduced CMAS Science in 2024 for points. For 2025, Science data for multi-year reports will include both 2024 and 2025 data, with the anticipation of having the full 3-year data set available for inclusion by 2026

ACADEMIC GROWTH

All growth data included in the performance framework reports is based on the cohort-referenced growth methodology.					
Subject	Student Group	Count	Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	5,881	51.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,638	45.0	0.50/1	Approaching
	Minority Students	3,057	49.0	0.50/1	Approaching
	Multilingual Learners	1,146	48.0	0.50/1	Approaching
	Students with Disabilities	725	44.0	0.50/1	Approaching
CMAS - Math	All Students	5,970	53.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,693	50.0	0.75/1	Approaching
	Minority Students	3,119	52.0	0.75/1	Approaching
	Multilingual Learners	1,228	53.0	0.75/1	Approaching
English Language Proficiency	Students with Disabilities	737	49.0	0.50/1	Approaching
	English Language Proficiency	2,469	52.0	3.00/4	Approaching
	On Track to EL Proficiency	-	-	-	Approaching
TOTAL	TOTAL	*	*	19.75/28	Approaching

Student with Disabilities: includes students with IEP only (not 504s).

Because of updates to the WIDA ACCESS assessment, ELP On Track Growth is paused for 2026 SPFs and DPFs. For 2026, ELP Growth is worth 4 points.

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2026 state assessment scores. Multi-year reports include 2024 through 2026 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut points, and ratings, refer to the scoring guide at the end of this document.

Total growth performance by elementary level including points earned and points eligible along with final indicator rating.

Multilingual Learners (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, Monitor Year 2, Exited Year 2

Changes to the 2026 frameworks are detailed in the annual changes document on the Accountability Resources page (<https://ed.cde.state.co.us/accountability/resources>) at this link.

(*) Not Applicable; (-) No Reportable Data

0000: District Name

Unique annotations are only presented here for middle school grade level. See page two for annotations applicable across all grade levels of the framework report.

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	8,116	72.1%	748.0	70	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	2,306	68.2%	726.7	21	0.50/1	Approaching
	Minority Students	4,386	72.8%	740.7	51	0.75/1	Meets
	Multilingual Learners	1,645	75.2%	722.0	12	0.25/1	Does Not Meet
	Students with Disabilities	984	60.6%	713.6	3	0.25/1	Does Not Meet
CMAS - Math	All Students	8,263	72.9%	739.8	72	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	2,374	69.6%	719.6	21	0.50/1	Approaching
	Minority Students	4,501	73.9%	732.8	54	0.75/1	Meets
	Multilingual Learners	1,794	79.5%	718.4	19	0.50/1	Approaching
	Students with Disabilities	980	60.2%	710.3	5	0.25/1	Does Not Meet
CMAS - Science	All Students	2,366	61.2%	740.3	67	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	652	58.4%	721.0	26	0.50/1	Approaching
	Minority Students	1,346	63.9%	733.6	52	0.75/1	Meets
	Multilingual Learners	489	69.8%	713.7	14	0.25/1	Does Not Meet
	Students with Disabilities	263	50.3%	714.1	14	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	23.50/36	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	7,104	51.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,927	46.0	0.50/1	Approaching
	Minority Students	3,798	52.0	0.75/1	Meets
	Multilingual Learners	1,357	49.0	0.50/1	Approaching
	Students with Disabilities	797	46.0	0.50/1	Approaching
CMAS - Math	All Students	7,200	54.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,985	48.0	0.50/1	Approaching
	Minority Students	3,865	53.0	0.75/1	Meets
	Multilingual Learners	1,453	50.0	0.75/1	Meets
	Students with Disabilities	802	47.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	1,066	49.0	2.5/4	Approaching
	On Track to EL Proficiency	-	-	-	-
TOTAL	TOTAL	*	*	19.25/28	Meets

This page displays the performance indicators for the middle school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports are based on the performance indicators for the middle school level. For the 1-year report, calculations are based on 2026 state assessment results.

Academic Achievement

excusals as non-pa

Academic Growth:

student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

 Changes to the 2026 frameworks are detailed in the annual changes document on the Accountability Resources page (<https://ed.cde.state.co.us/accountability/resources>) at this link.

ded on this page count parent

designated subjects and

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

0000: District Name

Unique annotations are only presented here for high school grade level. See page two for annotations applicable across all grade levels of the framework report.

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Reading & Writing	All Students	6,464	78.9%	490.5	73	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,634	68.9%	439.2	32	0.50/1	Approaching
	Minority Students	3,379	74.8%	472.4	60	0.75/1	Meets
	Multilingual Learners	865	70.4%	390.5	5	0.25/1	Does Not Meet
	Students with Disabilities	606	59.1%	399.9	7	0.25/1	Does Not Meet
	All Students	6,531	78.9%	465.2	77	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,669	68.9%	413.7	35	0.50/1	Approaching
	Minority Students	3,433	74.8%	448.8	67	0.75/1	Meets
CMAS - Science	Multilingual Learners	932	70.3%	386.3	14	0.25/1	Does Not Meet
	Students with Disabilities	606	59.0%	371.0	5	0.25/1	Does Not Meet
	All Students	472	11.5%	725.9	24	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	143	12.6%	710.8	1	0.25/1	Does Not Meet
	Minority Students	284	12.9%	722.2	15	0.50/1	Approaching
	Multilingual Learners	108	19.4%	703.0	1	0.25/1	Does Not Meet
	Students with Disabilities	62	14.5%	711.8	3	0.25/1	Does Not Meet
	TOTAL	*	*	*	*	20.75/36	Approaching

CO PSAT calculations include relevant alternate assessment results.

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	5,886	54.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,340	49.5	0.50/1	Approaching
	Minority Students	2,996	53.0	0.75/1	Meets
	Multilingual Learners	592	47.0	0.50/1	Approaching
	Students with Disabilities	447	45.0	0.50/1	Approaching
CO PSAT/SAT - Math	All Students	7,928	56.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,897	50.0	0.75/1	Meets
	Minority Students	4,142	56.0	0.75/1	Meets
	Multilingual Learners	936	50.0	0.75/1	Meets
	Students with Disabilities	638	44.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	1,252	54.0	3.00/4	Meets
	On Track to EL Proficiency	-	-	-	-
TOTAL	TOTAL	*	*	20.00/28	Meets

High school RW growth includes PSAT9 to PSAT10, and PSAT10 to SAT.

High school growth for math includes CMAS Gr 8 to PSAT9, PSAT9 to PSAT10, and PSAT10 to SAT.

This page displays the performance indicator data for the high school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results. PSAT/SAT cut scores for the multi-year reports were reformed based on 2025 results.

Total growth performance by high school level including points earned and eligible along with final indicator rating.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participation.

Changes to the 2026 frameworks are detailed in the annual changes document on the Accountability Resources page (<https://ed.cde.state.co.us/accountability/resources>) at this link.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

0000: District Name

High School - (1 Year)

The Postsecondary and Workforce Readiness indicator is applicable to the district and high school frameworks only.

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - Reading & Writing	All Students	3,526	*	537.6	84.3%	3.00/4	Meets
	Free/Reduced-Price Lunch Eligible	895	*	485.5	77.0%	0.50/1	Approaching
	Minority Students	1,859	*	516.2	82.5%	0.75/1	Meets
	Multilingual Learners	406	*	422.0	77.5%	0.25/1	Does Not Meet
	Students with Disabilities	285	*	436.6	61.0%	0.25/1	Does Not Meet
CO SAT - Math	All Students	3,565	*	514.2	84.3%	3.00/4	Meets
	Free/Reduced-Price Lunch Eligible	920	*	461.7	77.0%	0.50/1	Approaching
	Minority Students	1,891	*	493.7	82.5%	0.75/1	Meets
	Multilingual Learners	445	*	425.1	77.5%	0.50/1	Approaching
	Students with Disabilities	285	*	398.6	61.0%	0.25/1	Does Not Meet
Dropout Rate	All Students	28,237	*	1.2%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	9,652	*	2.0%	*	1.50/2	Meets
	Minority Students	15,453	*	1.7%	*	1.50/2	Meets
	Multilingual Learners	3,742	*	2.8%	*	1.00/2	Approaching
	Students with Disabilities	3,611	*	0.8%	*	1.50/2	Meets
Matriculation Rate	All Students	4,263	*	64.9%	*	3.00/4	Meets
	2 Year	*	*	8.6%	*	-	-
	4 Year	*	*	52.0%	*	-	-
	CTE	*	*	4.0%	*	-	-
	Military	*	*	1.3%	*	-	-
	Postsecondary Program	*	*	4.3%	*	-	-
Graduation Rate	All Students	4,389	6yr	93.6%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,549	7yr	88.3%	*	1.50/2	Meets
	Minority Students	2,219	6yr	91.8%	*	1.50/2	Meets
	Multilingual Learners	449	6yr	89.3%	*	1.50/2	Meets
	Students with Disabilities	527	6yr	88.6%	*	1.50/2	Meets
TOTAL	TOTAL	*	*	Null	*	36.25/52	Meets

ASCENT students are included within the on-time (4-year) grad rate.

Points are assigned at the 'all students' level only for matriculation. Individual pathways are presented for information only.

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	91.2%	92.5%	93.6%	93.2%	93.6%
Free/Reduced-Price Lunch Eligible	85.3%	87.5%	87.7%	88.3%	88.3%
Minority Students	88.4%	90.6%	91.8%	91.5%	91.8%
Multilingual Learners	78.9%	87.4%	89.3%	87.6%	89.3%
Students with Disabilities	84.4%	83.8%	88.6%	86.7%	88.6%

The 'best of' graduation rate is used for point determinations.

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants. For the 1-year report, calculations are based on 2026 state assessment results. For the multi-year reports, calculations are based on 2026 results. Cut-scores for the multi-year reports were re-normed based on 2026 results.

PWR sub indicator definitions are located here.

Dropout Rates: represent percentages of high school graduates with a qualifying credential, enrollment, or enlistment status in a Career & Technical Education (CTE) program, a 2- or 4-year institute of higher education, a branch of the military, or a postsecondary program. Beginning in 2024, high school graduates who were enrolled in ASCENT, P-TECH, or TREP programs (i.e., Postsecondary Program) during their 5th year of high school count as successes. 1-Year calculations are based on 2026 graduation data. Multi-Year calculations are based on 2026 graduation data through 2025 records.

Total performance on PWR indicator including points earned and points eligible along with the final indicator rating.

Matriculation Rates: represent percentages of high school graduates with a qualifying credential, enrollment, or enlistment status in a Career & Technical Education (CTE) program, a 2- or 4-year institute of higher education, a branch of the military, or a postsecondary program. Beginning in 2024, high school graduates who were enrolled in ASCENT, P-TECH, or TREP programs (i.e., Postsecondary Program) during their 5th year of high school count as successes. 1-Year calculations are based on 2026 graduation data. Multi-Year calculations are based on 2026 graduation data through 2025 records.

 Changes to the 2026 frameworks are detailed in the annual changes document on the Accountability Resources page (<https://ed.cde.state.co.us/accountability/resources>) at this link.

Calculations for 1-Year and Multi-Year reports are based on data for students with AYGs between 2022 and 2025.

For additional information about ratings, refer to the scoring guide on the last page of this report.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

Final

This page reflects the scoring guide for 2026 district and school performance calculations.

Performance Indicator	Measure/Metric	Rating	Point Value			
Academic Achievement & ELP On Track Growth	Mean Scale Score was:		All Students	Each Disaggregated Group	ELP On Track Growth	
	• at or above the 85th percentile	Exceeds	8	1.00	Not	
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	Applicable:	
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	Paused for	
	• below the 15th percentile	Does Not Meet	2	0.25	2026	
	Students Previously Identified for a READ Plan (bonus point)					
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)			1 bonus point			
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP	
	• at or above 65	Exceeds	8	1.00	4.0	
	• at or above 50 but below 65	Meets	6	0.75	3.0	
	• at or above 35 but below 50	Approaching	4	0.50	2.0	
	• below 35	Does Not Meet	2	0.25	1.0	
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:			All Students	Each Disaggregated Group	
		1-Year	3-Year			
	• at or above	553.1	553.6	Exceeds	4	1.00
	• below previous cut but at or above	494.6	496.4	Meets	3	0.75
	• below previous cut but at or above	448.1	455.8	Approaching	2	0.50
	• below	448.1	455.8	Does Not Meet	1	0.25
	Mean CO SAT Math scale score was**:			All Students	Each Disaggregated Group	
	• at or above	527.0	523.3	Exceeds	4	1.00
	• below previous cut but at or above	465.8	466.0	Meets	3	0.75
	• below previous cut but at or above	423.3	426.4	Approaching	2	0.50
	• below	423.3	426.4	Does Not Meet	1	0.25
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):			All Students	Each Disaggregated Group	
	• at or below 0.5%	Exceeds	8		2.0	
	• at or below 2.0% but above 0.5%	Meets	6		1.5	
	• at or below 5.0% but above 2.0%	Approaching	4		1.0	
	• above 5.0%	Does Not Meet	2		0.5	
	Matriculation Rate (of all schools in 2018):			All Students		
In 2024, CDE re-normed the accountability cut scores (i.e., 15th, 50th, 85th percentile ranks) for PSAT and SAT results in both the achievement and postsecondary & workforce readiness indicators due to the College Board's transition to an adaptive digital assessment. For 2025, CDE renormed PSAT/SAT cut scores within the multi-year frameworks to incorporate the additional year of digital assessment results.						
	• at or above 95.0%	Exceeds	8		2.0	
	• at or above 85.0% but below 95.0%	Meets	6		1.5	
	• at or above 75.0% but below 85.0%	Approaching	4		1.0	
	• below 75.0%	Does Not Meet	2		0.5	

In 2024, CDE re-normed the accountability cut scores (i.e., 15th, 50th, 85th percentile ranks) for PSAT and SAT results in both the achievement and postsecondary & workforce readiness indicators due to the College Board's transition to an adaptive digital assessment. For 2025, CDE renormed PSAT/SAT cut scores within the multi-year frameworks to incorporate the additional year of digital assessment results.

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	1-Year	3-Year	Elementary	Middle	1-Year	3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	Paused for 2026 Framework Calculations	High
15th percentile		14.1%
50th percentile		22.7%
85th percentile	76.7%	35.1%

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan (District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024

for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

Academic Growth

Performance Frameworks Indicator Overview



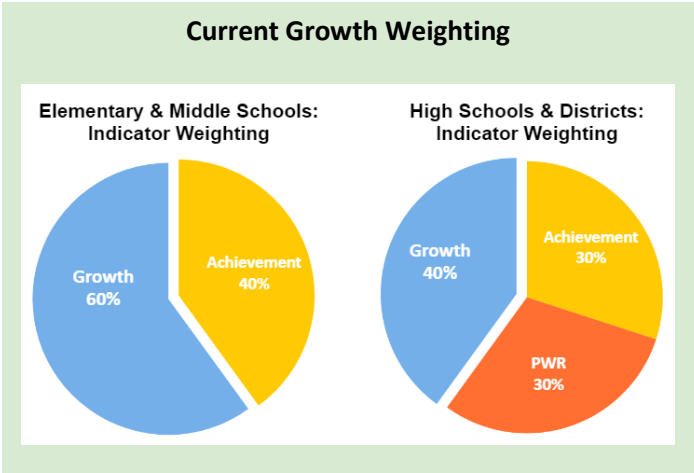
Overview

This resource describes the current growth indicator (including English Language Proficiency growth) and a description of an additional growth indicator called On Track Growth. This resource assumes knowledge about [state accountability](#) and [performance frameworks](#). See the links for additional information.

Background

Growth Indicator

The Growth Indicator is included within the elementary, middle, high, and district performance frameworks. The Growth Indicator contributes 60% of the overall score in determining elementary and middle school plan type assignments and 40% for high schools and districts (detailed in the green sidebar). Currently, growth is calculated for the following assessments and grade levels: [CMAS English language arts and math](#) (4th-8th grade), [PSAT and SAT reading & writing and math](#) (9th-11th grade in math, 10-11th in reading & writing), and [WIDA ACCESS](#) (grades 1-12 for students with a language proficiency designation of Non-English Proficient or Limited English Proficient).



What is Growth?

Growth calculations are a normative measure that report how much progress individual students have made on state assessments between last year and this year. In Colorado, growth scores are calculated for every student who has at least two consecutive years of valid scores. Colorado reports growth results for individual students (using **student growth percentiles**) or for groups (using **median growth percentiles**).

	Definition	Typical Range
Student Growth Percentile (SGP)	Describe how a student’s growth compares to the growth of their ‘academic peers’ (or students across the state with similar prior test scores). A percentile score indicates a student's relative position within a group. For example, a student with a growth percentile of 65 has demonstrated growth greater than 65% of their academic peers.	SGPs range from 1-99.
Median Growth Percentile (MGP)	Summarizes growth for a particular group of students (e.g., school, grade, student group) and can be used to describe that group’s growth relative to other groups. The median reflects the middle number in an ordered set of SGPs. It is used instead of the mean because it is less impacted by outliers (i.e., extremely low or high values).	MGPs range from 1-99, but tend to fall between 20 and 80 for schools and districts.

Calculation Methodology Big Ideas

The Colorado Growth Model (CGM) was developed jointly by Colorado school districts, the Colorado Department of Education (CDE), the [Technical Advisory Panel for Longitudinal Growth \(TAP\)](#), and the [National Center for the Improvement of Educational Assessment \(NCIEA\)](#). Its development was required by state statute (SB09-163), and the model was designed to serve as a primary driver within the state educational accountability system. First utilized for the state performance frameworks in 2009, the CGM is now used in some fashion by at least half the states in the country.

Big Idea #1 - Academic Peers: The CGM, also known as a student growth percentile model or a conditional status model, uses quantile regression to model a student's performance gains across time and assign a growth percentile based on the student's standing in comparison to their academic peers (i.e., students with the same score history). This means that expected student growth is conditioned on (i.e., normed against) students' past achievement scores. In Colorado, other designations (e.g., demographics, location) are not considered in establishing academic peers.

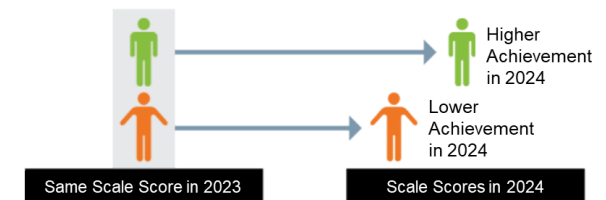
Big Idea #2 - Establishing the 50th Percentile: The growth model measures growth for every student regardless of where they start. Student growth percentiles are calculated by ranking each student's amount of growth against their academic peer group. The 50th percentile is the statewide median and provides a measure of the average progress of students across the state in the current year.

Big Idea #3 - Establishing the Median Percentile for Groups: Median growth percentiles can be used to represent average growth for different groups of students. To calculate the median growth percentile for any group (e.g., school, grade, or disaggregated demographic group), all student SGPs within that group are first ordered numerically. The median is the middle number in this series (or the mean of the two middle numbers if there are an even number of values).

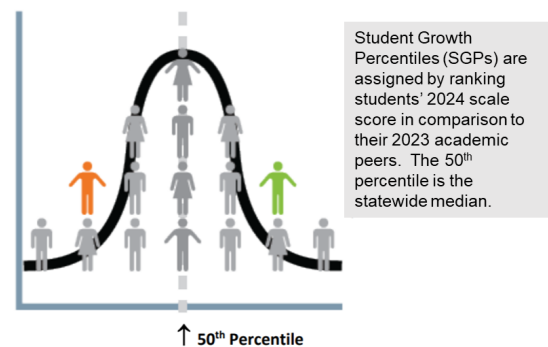
Big Idea #4 - Sample Sizes and Reporting: The CGM relies on large sample sizes to generate reliable estimates. Given that the calculations are based on a statewide data set, the minimum n-size requirement typically only impacts calculations during assessment transitions or when smaller groups of students experience atypical student assessment progressions (e.g., students may take the Colorado Spanish Language Arts assessment in 3rd grade, but there is not a large enough population that also takes the assessment in 4th grade to calculate growth percentiles). Within the

Colorado Growth Model Big Ideas

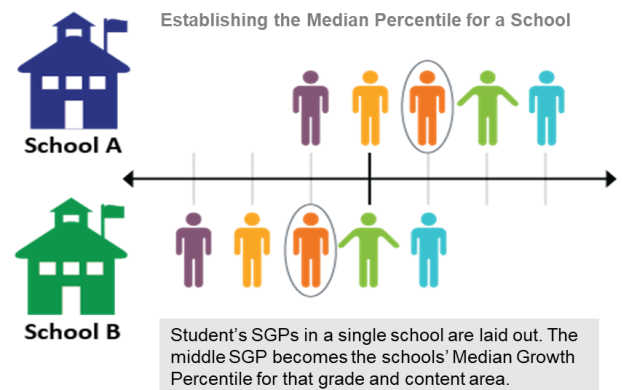
Comparison of Academic Peers (CMAS)



Establishing the 50th Percentile (CMAS)



Establishing the Median Percentile for a School



performance frameworks, student counts of fewer than 20 are hidden to protect student privacy and ensure reliable estimates can be generated.

Why Does Growth Matter?

As described above, growth data demonstrates year-over-year progress on state assessments. This information is important for several reasons:

→ **Growth helps show how well schools are doing in helping each student progress.**

- ◆ All students can show growth – even high performing students.
- ◆ There is a much weaker relationship between growth and student characteristics outside the control of schools (e.g., poverty) as compared to other student performance measures (e.g., achievement, postsecondary workforce readiness).

→ **Growth is integral for accountability determinations.**

- ◆ As written in current accountability law, growth must be given the most weight in the frameworks.

→ **Growth informs improvement planning within schools and districts.**

Interpreting and Analyzing Growth Data

Interpreting Low, Typical, or High Growth Percentiles: One way to interpret individual student growth percentiles is to determine whether a student falls into low, typical, or high growth categories. Students with low growth are progressing at a rate lower than what would be expected compared to their academic peer group. This is helpful to understand because students with low growth may not be demonstrating the academic progress expected for that subject area, which is particularly important to consider for those students already below grade-level expectations. Students with typical growth are progressing at a rate typical to what would have been expected compared to their academic peer group, while students with high growth are progressing at a rate higher than what would have been expected compared to their academic peer group. However, typical or high growth may not indicate whether a student is reaching benchmark expectations for their grade level in that subject area. When analyzing growth results, it is necessary to consider whether similar results are evidenced for all student groups or if there are large gaps in performance between groups.

Analyzing Achievement and Growth Results: Growth should always be considered in relation to achievement. As mentioned in the previous section, typical or high growth percentiles can be an indicator of progress but may not be enough to show that students are catching up to grade-level expectations. CDE provides visualizations that can support interpretations of achievement and growth results in the performance frameworks. For instance, the [Data Explorer Tool](#) includes achievement and growth scatter plots for each assessment to provide state-level, district-level, and school-level comparisons of achievement and growth results. The four quadrants on the scatter plot describe high growth/low achievement results, high growth/high achievement results, low growth/low achievement

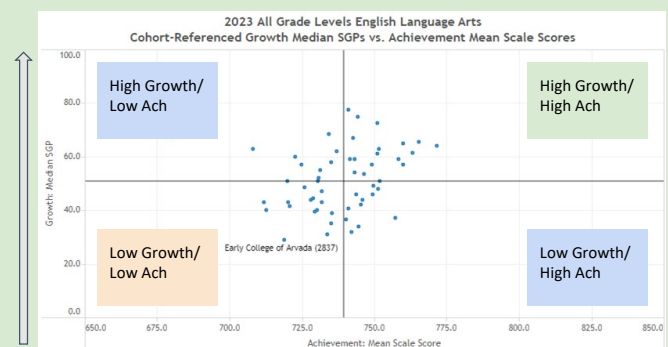
Low, Typical, and High Growth Percentiles

There are three categories of percentiles the state uses to interpret low, typical, and high growth.

Low Growth	Below 35th Percentile
Typical Growth	At or above 35th but below 65th
High Growth	At or above 65th Percentile

Analyzing Achievement and Growth Results

The below screenshot captures achievement and growth scatter plots available within the Data Explorer Tool, available here: <https://ed.cde.state.co.us/accountability/data-tools>



results, low growth/high achievement results. A screenshot of this visualization is included above. To aid additional interpretation of both achievement and growth results, the state is planning to reintroduce a measure called On Track Growth, described in the section below.

Inclusion in Frameworks

Calculating growth in the frameworks requires two or more consecutive assessment scores for each student (e.g., for 2024 performance frameworks in 2024, data would be needed from Spring 2023 and Spring 2024 assessments). In the performance frameworks, growth is worth 28 points overall for each school level. Aggregate growth results (i.e., representing all students in a school) are worth 8 points per subject, and disaggregated growth results for each student group (i.e., students with disabilities, multilingual learners, minority students, students eligible for free or reduced price lunch) are worth 1 point each (i.e., 4 points per subject). English Language Proficiency (ELP) growth is worth 2 points, as is ELP On Track growth. For more information, see the section on English Language Proficiency Growth below. The growth percentile cut points used for scoring in performance frameworks are listed below and in [this guide](#).

Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
• at or above 65	Exceeds	8	1.00	2.0
• at or above 50 but below 65	Meets	6	0.75	1.5
• at or above 35 but below 50	Approaching	4	0.50	1.0
• below 35	Does Not Meet	2	0.25	0.5

Key Takeaways: The Colorado Growth Model demonstrates how much progress students are making in comparison to their academic peers.

- All students can show growth, regardless of where they start.
- Growth should always be considered in relation to achievement.
- High growth can be an indicator of progress, but it may not be enough to help students catch up to grade level expectations.
- Can be used to understand school/district effectiveness (i.e., impact on outcomes).
- Helpful for assessing the progress of one school/program/group relative to another.

On Track Growth Indicator

On Track Growth is a “growth to standard” measure, meaning that it draws upon both achievement and growth indicators to provide a view of student growth in relation to established assessment benchmarks. It is a key measure to help determine whether a student or site is making enough growth to meet or maintain academic expectations. On Track Growth assesses whether students are **catching up** to grade-level expectations or **keeping up** with expectations. Using each student’s achievement performance level in combination with their assessed growth trajectory, On Track Growth provides a measure of the likelihood that students with below-proficient scores will reach proficiency, or that currently proficient students will maintain proficiency, within a given time frame. Thus, individual students fall into one of the following categories:

- **Catch up:** Indicates whether students scoring below grade level are catching up to grade-level expectations quickly enough.
- **Keep Up:** Indicates whether students who are already meeting grade-level expectations are maintaining their performance.

CDE adopted an On Track Growth calculation methodology for elementary and middle schools in 2019. The inclusion of this measure in performance frameworks is paused until a methodology is developed for high schools and districts. The department will be releasing public reports on this measure for elementary and middle school levels as they become available. It is anticipated that informational reports will be released at the elementary and middle school levels in 2024, but not for high schools.

More information about the indicator is available in the [On Track Growth fact sheet](#).

Key Takeaways: On Track Growth measures whether the amount of growth a student or site is making is enough to meet or maintain academic expectations.

- Combines elements of both Achievement and Growth.
- Can be used to understand student growth within the context of state standards and vice versa.
- Useful to compare the percent of students either catching up or keeping up to grade level expectations.

English Language Proficiency Growth

Beginning in 2017 with the state's transition to the ACCESS for ELLs® 2.0 assessment, CDE convened stakeholder groups to determine the Colorado criteria for identifying a student as eligible to be redesignated as Fluent English proficient (FEP) and no longer in need of English language program support. CDE adopted a maximum timeline of 6 years for students to move from non-English proficient newcomer to FEP.

The adopted 6-year timeline is broken down into interim stepping-stones of 1-2-3-years, meaning that a student initially scoring an overall ACCESS proficiency level of 1 will have 1-year to move to level 2 or higher, 2-years to move from level 2 to level 3 or higher, and then 3-years to move from level 3 to level 4 or higher. Upon initial entry to a Colorado school and with their initial ACCESS performance, a student's projected English-acquisition timeline will be established and used to determine whether they are on or off-track in future years to meet their proficiency targets. Students entering at higher levels of language proficiency will be given a shortened timeline corresponding to their initial language proficiency level.

The adopted timelines are used to calculate a progress-monitoring metric for reporting whether students are on track to achieve language proficiency within their allotted timeline. The Colorado Growth Model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on track to meet their proficiency goal within the allotted timeline.

More information about the WIDA ACCESS growth measure is available in the [ACCESS On Track Growth fact sheet](#).

Key Takeaways: English Language Proficiency growth measures whether students are on track to achieve English language proficiency within a six-year timeframe.

- Establishes a student's projected English-acquisition timeline.
- Can be used as a data point to redesignate a student as Fluent English Proficient and no longer in need of English language program support.
- Useful to compare the percent of students that are on track to meet their English proficiency goal.

If you have questions about the contents of this fact sheet or need further assistance: contact accountability@cde.state.co.us.



Pursuing Excellence for All: For Every Student, Every Day

District and School Performance Framework Write-up

Included in your board packet for your reference are the following items: The district performance framework report, each school's respective performance framework report, a CDE annotated framework explaining the various measurements and aspects of the performance frameworks, and a CDE academic growth performance framework indicator overview. You will see that elementary and middle schools performance framework scores are weighted with a 60% growth and 40% achievement, while high school is 40% growth, 30% achievement, and 30% post-secondary readiness.

Colorado schools and districts receive performance ratings to demonstrate overall performance. These reports are called the District Performance Frameworks (DPFs) and School Performance Frameworks (SPFs). The overall ratings assigned are based on achievement and growth on state assessments, along with such postsecondary measures as graduation rates, drop-out rates, college entrance exams and college matriculation rates. Schools and districts earn points based on various sub-indicator metrics within each of the above three performance indicators. On each of these metrics, schools and districts earn one of the following ratings and earn points accordingly: (1) Does Not Meet Expectations, (2) Approaching Expectations, (3) Meets Expectations, and (4) Exceeds Expectations.

Schools are assigned one of four plan types and districts are assigned one of five accreditation ratings. Insufficient state data is assigned if there is not enough outcome data to assign a rating. The ratings and their respective definitions are provided below.

School Ratings

Performance Plan - Schools with a Performance Plan are meeting expectations on the majority of performance metrics.

Improvement Plan - These schools are identified as below performance. They may be meeting expectations on some performance metrics, but they are not meeting or are approaching expectations on many.

Priority Improvement Plan - These schools are identified as low performing. They are not meeting or are only approaching expectations on most performance metrics. The state will provide support and oversight to these schools until they improve.

Turnaround Plan - These schools are identified as among the lowest performing schools in the state. They are not meeting or are only approaching expectations on most performance metrics. The state will provide support and oversight to these schools until they improve.

District Ratings

Accredited with Distinction - This is assigned to the highest performing districts. These districts are meeting or exceeding expectations on the majority of performance tasks.

Accredited - Districts with an overall rating of Accredited are meeting expectations on the majority of performance metrics.

Accredited with Improvement Plan - These districts are identified as lower performing. They may be meeting expectations on some performance metrics, but they are not meeting or are only approaching expectations on many.

Accredited with Priority Improvement Plan - These districts are identified as low performing. They are not meeting or are only approaching expectations on most performance metrics. The state will provide support and oversight to these districts until they improve.

Accredited with Turnaround Plan - These districts are identified as among the lowest performing districts in the state. They are not meeting or are only approaching expectations on most performance metrics. The state will provide support and oversight to these districts until they improve.

3130: Platte Valley RE-7

Grade Levels: EMH - (1 Year)

Accreditation Rating
Official Rating based on SINGLE-YEAR DPF Report
Accredited
66.0/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Distinction

66.0%

Accredited

Improvement

Priority Imp.

Turnaround

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	59.9%	18.0/30	Approaching
Academic Growth	54.3%	21.7/40	Approaching
Postsecondary & Workforce Readiness	87.5%	26.3/30	Exceeds

Assurances

	Rating
Participation	Meets 95% Participation
Finance	Meets Requirements
Safety	Meets Requirements

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	794	758	95.5%	33	99.7%	Meets 95% Participation
Math	794	759	95.6%	34	99.9%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:

Meets 95% Total Participation

Accreditation categories are based on the total percentage of points earned.

Accredited with Distinction:
 74.0% - 100%

Accredited:
 56.0% - 73.9%

Accredited with Improvement Plan:
 44.0% - 55.9%

Accredited with Priority Improvement Plan:
 34.0% - 43.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient State Data:
 No reportable achievement and growth data.

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	69.1%	27.6/40	Meets	64.0%	Accredited
	Academic Growth	60.6%	36.4/60	Approaching		
Middle	Academic Achievement	46.3%	18.5/40	Approaching	42.3%	Priority Improvement
	Academic Growth	39.6%	23.8/60	Approaching		
High	Academic Achievement	65.0%	19.5/30	Meets	71.3%	Accredited
	Academic Growth	63.8%	25.5/40	Meets		
	Postsecondary & Workforce Readiness	87.5%	26.3/30	Exceeds		

(-) No Reportable Data; *State accountability policy requires 95% participation in state assessments. Parent/guardian excusals do not affect the Accountability Participation Rate used for a one-level rating reduction. Districts or schools below 95% participation in ELA and Math receive an informational "Does Not Meet 95% Total Participation" descriptor that does not affect framework calculations. First-year U.S. multilingual learners eligible for the ELP assessment count as ELA participants. New for 2026-27, schools and districts with less than 25% ELA/Math participation are identified as "Low Participation" and must implement a Participation Action Plan. ACCESS On-Track Growth is unavailable for 2026-27 due to ACCESS scoring changes. See the scoring guide for more information.

3130: Platte Valley RE-7

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	268	96.8%	743.6	59	6.00/8	Meets
	Previously Identified for READ Plan	51	91.2%	702.4	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	124	95.5%	733.9	37	0.50/1	Approaching
	Minority Students	125	95.5%	739.2	49	0.50/1	Approaching
	Multilingual Learners	16	86.4%	726.2	21	0.50/1	Approaching
	Students with Disabilities	37	88.4%	703.9	1	0.25/1	Does Not Meet
CMAS - Math	All Students	272	97.1%	743.4	68	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	127	96.2%	736.4	55	0.75/1	Meets
	Minority Students	129	96.3%	738.9	60	0.75/1	Meets
	Multilingual Learners	20	90.9%	725.9	29	0.50/1	Approaching
	Students with Disabilities	38	88.4%	716.3	10	0.25/1	Does Not Meet
CMAS - Science	All Students	86	96.6%	746.7	72	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	40	93.0%	739.3	55	0.75/1	Meets
	Minority Students	39	95.1%	738.4	54	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	23.50/34	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	176	48.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	80	49.5	0.50/1	Approaching
	Minority Students	84	48.0	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	23	36.0	0.50/1	Approaching
CMAS - Math	All Students	176	50.5	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	80	50.5	0.75/1	Meets
	Minority Students	84	53.5	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	23	55.0	0.75/1	Meets
English Language Proficiency	English Language Proficiency	27	49.0	2.00/4	Approaching
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	15.75/26	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

3130: Platte Valley RE-7

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	235	90.2%	739.0	46	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	101	91.2%	730.4	27	0.50/1	Approaching
	Minority Students	99	89.5%	728.3	22	0.50/1	Approaching
	Multilingual Learners	28	96.9%	718.0	6	0.25/1	Does Not Meet
	Students with Disabilities	30	90.9%	706.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	236	90.2%	726.0	35	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	102	91.2%	719.3	20	0.50/1	Approaching
	Minority Students	100	89.5%	714.6	12	0.25/1	Does Not Meet
	Multilingual Learners	29	96.9%	708.5	4	0.25/1	Does Not Meet
	Students with Disabilities	30	90.9%	707.2	2	0.25/1	Does Not Meet
CMAS - Science	All Students	68	81.9%	729.8	42	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	31	86.1%	720.2	24	0.50/1	Approaching
	Minority Students	32	76.2%	715.4	16	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	15.75/34	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	228	37.5	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	99	37.0	0.50/1	Approaching
	Minority Students	95	39.0	0.50/1	Approaching
	Multilingual Learners	26	53.0	0.75/1	Meets
	Students with Disabilities	28	38.0	0.50/1	Approaching
CMAS - Math	All Students	229	30.0	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	100	28.0	0.25/1	Does Not Meet
	Minority Students	96	31.5	0.25/1	Does Not Meet
	Multilingual Learners	27	36.0	0.50/1	Approaching
	Students with Disabilities	28	29.0	0.25/1	Does Not Meet
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	9.50/24	Approaching

This page displays the performance indicator data for the middle school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

3130: Platte Valley RE-7

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Reading & Writing	All Students	173	99.4%	441.9	34	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	69	98.6%	428.7	25	0.50/1	Approaching
	Minority Students	81	100.0%	432.7	27	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CO PSAT - Math	All Students	174	99.4%	445.4	64	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	70	98.6%	439.4	58	0.75/1	Meets
	Minority Students	82	100.0%	437.2	55	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Science	All Students	70	97.2%	734.7	50	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	29	100.0%	722.7	16	0.50/1	Approaching
	Minority Students	32	97.0%	728.4	30	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	19.50/30	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	148	48.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	59	48.0	0.50/1	Approaching
	Minority Students	76	57.0	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CO PSAT/SAT - Math	All Students	224	58.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	92	63.5	0.75/1	Meets
	Minority Students	105	58.0	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	12.75/20	Meets

This page displays the performance indicator data for the high school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results. PSAT/SAT cut scores for the multi-year reports were renormed based on 2025 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants. .

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

3130: Platte Valley RE-7

High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - Reading & Writing	All Students	71	*	477.0	100.0%	2.00/4	Approaching
	Free/Reduced-Price Lunch Eligible	29	*	451.7	100.0%	0.50/1	Approaching
	Minority Students	33	*	453.6	100.0%	0.50/1	Approaching
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
CO SAT - Math	All Students	71	*	497.3	100.0%	3.00/4	Meets
	Free/Reduced-Price Lunch Eligible	29	*	475.5	100.0%	0.75/1	Meets
	Minority Students	33	*	475.2	100.0%	0.75/1	Meets
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Dropout Rate	All Students	550	*	0.0%	*	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	284	*	0.0%	*	2.00/2	Exceeds
	Minority Students	261	*	0.0%	*	2.00/2	Exceeds
	Multilingual Learners	33	*	0.0%	*	2.00/2	Exceeds
	Students with Disabilities	50	*	0.0%	*	2.00/2	Exceeds
Matriculation Rate	All Students	86	*	62.8%	*	3.00/4	Meets
	2 Year	*	*	27.9%	*	0.00/0	-
	4 Year	*	*	27.9%	*	0.00/0	-
	CTE	*	*	20.9%	*	0.00/0	-
	Military	*	*	0.0%	*	0.00/0	-
	Postsecondary Program	*	*	0.0%	*	0.00/0	-
Graduation Rate	All Students	71	6yr	100.0%	*	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	28	6yr	100.0%	*	2.00/2	Exceeds
	Minority Students	29	7yr	100.0%	*	2.00/2	Exceeds
	Multilingual Learners	n < 16	-	-	*	0.00/0	-
	Students with Disabilities	n < 16	-	-	*	0.00/0	-
TOTAL		*	*	*	*	38.50/44	Exceeds

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	95.3%	100.0%	100.0%	98.8%	6yr
Free/Reduced-Price Lunch Eligible	93.6%	100.0%	100.0%	96.8%	6yr
Minority Students	91.9%	100.0%	100.0%	100.0%	7yr
Multilingual Learners	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024-2026 results. Cut-scores for the multi-year reports were re-normed based on 2026 results.

Dropout Rates: represent percentages of students enrolled in grades 7-12 for districts and 9-12 for schools at any time during the year who left and did not subsequently enroll in another Colorado school. 1-Year calculations are based on the 2025 End of Year (EOY) data submission. Multi-year reports include 2023 through 2025 records.

Matriculation Rates: represent percentages of high school graduates with a qualifying credential, enrollment, or enlistment status in a Career & Technical Education (CTE) program, a 2- or 4-year institute of higher education, a branch of the military, or a postsecondary program. Beginning in 2024, high school graduates who were enrolled in ASCENT, P-TECH, or TREP programs (i.e., Postsecondary Program) during their 5th year of high school count as successes. 1-Year calculations are based on the 2025 graduation cohort. Multi-year reports include 2023 through 2025 records.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for 1-Year and Multi-Year reports are based on data for students with AYGs between 2022 and 2025.

For additional information about ratings, refer to the scoring guide on the last page of this report.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Final Scoring Guide for 2026 District/School Performance Frameworks

Performance Indicator	Measure/Metric			Rating	Point Value			
Academic Achievement & ELP On Track Growth	Mean Scale Score was:				All Students	Each Disaggregated Group	ELP On Track Growth	
	• at or above the 85th percentile			Exceeds	8	1.00	Not Applicable: Paused for 2026	
	• at or above the 50th percentile but below the 85th percentile			Meets	6	0.75		
	• at or above the 15th percentile but below the 50th percentile			Approaching	4	0.50		
	• below the 15th percentile			Does Not Meet	2	0.25		
	Students Previously Identified for a READ Plan (bonus point)							
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)				1 bonus point			
Academic Growth	Median Growth Percentile was:				All Students	Each Disaggregated Group	ELP	
	• at or above 65			Exceeds	8	1.00	4.0	
	• at or above 50 but below 65			Meets	6	0.75	3.0	
	• at or above 35 but below 50			Approaching	4	0.50	2.0	
	• below 35			Does Not Meet	2	0.25	1.0	
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:				All Students		Each Disaggregated Group	
		1-Year	3-Year					
	• at or above			553.1	553.6	Exceeds	4	1.00
	• below previous cut but at or above			494.6	496.4	Meets	3	0.75
	• below previous cut but at or above			448.1	455.8	Approaching	2	0.50
	• below			448.1	455.8	Does Not Meet	1	0.25
	Mean CO SAT Math scale score was**:			1-Year	3-Year		All Students	Each Disaggregated Group
	• at or above			527.0	523.3	Exceeds	4	1.00
	• below previous cut but at or above			465.8	466.0	Meets	3	0.75
	• below previous cut but at or above			423.3	426.4	Approaching	2	0.50
	• below			423.3	426.4	Does Not Meet	1	0.25
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				All Students		Each Disaggregated Group	
	• at or below 0.5%				Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%				Meets	6	1.5	
	• at or below 5.0% but above 2.0%				Approaching	4	1.0	
	• above 5.0%				Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):				All Students			
	• at or above the 75.8%				Exceeds	4		
	• at or above 61.1% but below 75.8%				Meets	3		
	• at or above 46.8% but below 61.1%				Approaching	2		
	• below 46.8%				Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):				All Students		Each Disaggregated Group	
	• at or above 95.0%				Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%				Meets	6	1.5	
	• at or above 75.0% but below 85.0%				Approaching	4	1.0	
	• below 75.0%				Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data. *

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	Elementary	Middle	High
15th percentile	76.7%	37.3%	35.1%
50th percentile	76.7%	37.3%	35.1%
85th percentile	76.7%	37.3%	35.1%

Paused for 2026 Framework Calculations

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible
	• at or above 87.5% Exceeds
	• at or above 62.5% but below 87.5% Meets
	• at or above 37.5% but below 62.5% Approaching
	• below 37.5% Does Not Meet

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

7052: Platte Valley Elementary School | 3130: Platte Valley RE-7

Grade Levels: E - (1 Year)

Plan Type
Official Rating based on SINGLE-YEAR SPF Report
Performance Plan
64.0/100
 Points Earned

64.0%

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Performance

Improvement

Priority Imp.

Turnaround

School plan types are based on the total percentage of points earned.

Performance Plan:
 53.0% - 100%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Turnaround Plan:
 0.0% - 33.9%

Insufficient State Data:
 No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	69.1%	27.6/40	Meets
Academic Growth	60.6%	36.4/60	Approaching

Assurances

	Rating
Participation	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	280	271	96.8%	8	100.0%	Meets 95% Participation
Math	280	272	97.1%	8	100.0%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:
Meets 95% Total Participation
Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	69.1%	27.6/40	Meets	64.0%	Performance
	Academic Growth	60.6%	36.4/60	Approaching		

(-) No Reportable Data; *State accountability policy requires 95% participation in state assessments. Parent/guardian excusals do not affect the Accountability Participation Rate used for a one-level rating reduction. Districts or schools below 95% participation in ELA and Math receive an informational "Does Not Meet 95% Total Participation" descriptor that does not affect framework calculations. First-year U.S. multilingual learners eligible for the ELP assessment count as ELA participants. New for 2026-27, schools and districts with less than 25% ELA/Math participation are identified as "Low Participation" and must implement a Participation Action Plan. ACCESS On-Track Growth is unavailable for 2026-27 due to ACCESS scoring changes. See the scoring guide for more information.

7052: Platte Valley Elementary School | 3130: Platte Valley RE-7

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	268	96.8%	743.6	59	6.00/8	Meets
	Previously Identified for READ Plan	51	91.2%	702.4	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	124	95.5%	733.9	37	0.50/1	Approaching
	Minority Students	125	95.5%	739.2	49	0.50/1	Approaching
	Multilingual Learners	16	86.4%	726.2	21	0.50/1	Approaching
	Students with Disabilities	37	88.4%	703.9	1	0.25/1	Does Not Meet
CMAS - Math	All Students	272	97.1%	743.4	68	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	127	96.2%	736.4	55	0.75/1	Meets
	Minority Students	129	96.3%	738.9	60	0.75/1	Meets
	Multilingual Learners	20	90.9%	725.9	29	0.50/1	Approaching
	Students with Disabilities	38	88.4%	716.3	10	0.25/1	Does Not Meet
CMAS - Science	All Students	86	96.6%	746.7	72	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	40	93.0%	739.3	55	0.75/1	Meets
	Minority Students	39	95.1%	738.4	54	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	23.50/34	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	176	48.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	80	49.5	0.50/1	Approaching
	Minority Students	84	48.0	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	23	36.0	0.50/1	Approaching
CMAS - Math	All Students	176	50.5	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	80	50.5	0.75/1	Meets
	Minority Students	84	53.5	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	23	55.0	0.75/1	Meets
English Language Proficiency	English Language Proficiency	27	49.0	2.00/4	Approaching
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	15.75/26	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Final Scoring Guide for 2026 District/School Performance Frameworks							
Performance Indicator	Measure/Metric			Rating	Point Value		
Academic Achievement & ELP On Track Growth	Mean Scale Score was:				All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile			Exceeds	8	1.00	Not Applicable: Paused for 2026
	• at or above the 50th percentile but below the 85th percentile			Meets	6	0.75	
	• at or above the 15th percentile but below the 50th percentile			Approaching	4	0.50	
	• below the 15th percentile			Does Not Meet	2	0.25	
	Students Previously Identified for a READ Plan (bonus point)						
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)			1 bonus point				
Academic Growth	Median Growth Percentile was:				All Students	Each Disaggregated Group	ELP
	• at or above 65			Exceeds	8	1.00	4.0
	• at or above 50 but below 65			Meets	6	0.75	3.0
	• at or above 35 but below 50			Approaching	4	0.50	2.0
	• below 35			Does Not Meet	2	0.25	1.0
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:				All Students		Each Disaggregated Group
		1-Year	3-Year				
	• at or above	553.1	553.6	Exceeds	4	1.00	
	• below previous cut but at or above	494.6	496.4	Meets	3	0.75	
	• below previous cut but at or above	448.1	455.8	Approaching	2	0.50	
	• below	448.1	455.8	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:				All Students		Each Disaggregated Group
	• at or above	527.0	523.3	Exceeds	4	1.00	
	• below previous cut but at or above	465.8	466.0	Meets	3	0.75	
	• below previous cut but at or above	423.3	426.4	Approaching	2	0.50	
	• below	423.3	426.4	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				All Students		Each Disaggregated Group
	• at or below 0.5%			Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%			Meets	6	1.5	
	• at or below 5.0% but above 2.0%			Approaching	4	1.0	
	• above 5.0%			Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):				All Students		
	• at or above the 75.8%			Exceeds	4		
	• at or above 61.1% but below 75.8%			Meets	3		
	• at or above 46.8% but below 61.1%			Approaching	2		
	• below 46.8%			Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):				All Students		Each Disaggregated Group
	• at or above 95.0%			Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%			Meets	6	1.5	
	• at or above 75.0% but below 85.0%			Approaching	4	1.0	
	• below 75.0%			Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data. *

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

ELP On Track Growth			
Percentile	Elementary	Middle	High
15th percentile	76.7%	37.3%	35.1%
50th percentile	76.7%	37.3%	35.1%
85th percentile	76.7%	37.3%	35.1%

Paused for 2026 Framework Calculations

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

August 4, 2026

4670: Platte Valley High School | 3130: Platte Valley RE-7

Grade Levels: H - (1 Year)

Plan Type
Official Rating based on SINGLE-YEAR SPF Report
Performance Plan
71.3/100
 Points Earned

71.3%

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Performance

Improvement

Priority Imp.

Turnaround

School plan types are based on the total percentage of points earned.

Performance Plan:
 53.0% - 100%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Turnaround Plan:
 0.0% - 33.9%

Insufficient State Data:
 No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	65.0%	19.5/30	Meets
Academic Growth	63.8%	25.5/40	Meets
Postsecondary & Workforce Readiness	87.5%	26.3/30	Exceeds

Assurances

Assurance	Rating
Participation	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	250	249	99.6%	0	99.6%	Meets 95% Participation
Math	250	249	99.6%	0	99.6%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:	Meets 95% Total Participation
---	--------------------------------------

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
High	Academic Achievement	65.0%	19.5/30	Meets	71.3%	Performance
	Academic Growth	63.8%	25.5/40	Meets		
	Postsecondary & Workforce Readiness	87.5%	26.3/30	Exceeds		

(-) No Reportable Data; *State accountability policy requires 95% participation in state assessments. Parent/guardian excusals do not affect the Accountability Participation Rate used for a one-level rating reduction. Districts or schools below 95% participation in ELA and Math receive an informational "Does Not Meet 95% Total Participation" descriptor that does not affect framework calculations. First-year U.S. multilingual learners eligible for the ELP assessment count as ELA participants. New for 2026-27, schools and districts with less than 25% ELA/Math participation are identified as "Low Participation" and must implement a Participation Action Plan. ACCESS On-Track Growth is unavailable for 2026-27 due to ACCESS scoring changes. See the scoring guide for more information.

4670: Platte Valley High School | 3130: Platte Valley RE-7

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Reading & Writing	All Students	173	99.4%	441.9	34	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	69	98.6%	428.7	25	0.50/1	Approaching
	Minority Students	81	100.0%	432.7	27	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CO PSAT - Math	All Students	174	99.4%	445.4	64	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	70	98.6%	439.4	58	0.75/1	Meets
	Minority Students	82	100.0%	437.2	55	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Science	All Students	70	97.2%	734.7	50	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	29	100.0%	722.7	16	0.50/1	Approaching
	Minority Students	32	97.0%	728.4	30	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	19.50/30	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	148	48.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	59	48.0	0.50/1	Approaching
	Minority Students	76	57.0	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CO PSAT/SAT - Math	All Students	224	58.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	92	63.5	0.75/1	Meets
	Minority Students	105	58.0	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	12.75/20	Meets

This page displays the performance indicator data for the high school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results. PSAT/SAT cut scores for the multi-year reports were renormed based on 2025 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants. .

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

4670: Platte Valley High School | 3130: Platte Valley RE-7

High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - Reading & Writing	All Students	71	*	477.0	100.0%	2.00/4	Approaching
	Free/Reduced-Price Lunch Eligible	29	*	451.7	100.0%	0.50/1	Approaching
	Minority Students	33	*	453.6	100.0%	0.50/1	Approaching
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
CO SAT - Math	All Students	71	*	497.3	100.0%	3.00/4	Meets
	Free/Reduced-Price Lunch Eligible	29	*	475.5	100.0%	0.75/1	Meets
	Minority Students	33	*	475.2	100.0%	0.75/1	Meets
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Dropout Rate	All Students	348	*	0.0%	*	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	173	*	0.0%	*	2.00/2	Exceeds
	Minority Students	166	*	0.0%	*	2.00/2	Exceeds
	Multilingual Learners	18	*	0.0%	*	2.00/2	Exceeds
	Students with Disabilities	27	*	0.0%	*	2.00/2	Exceeds
Matriculation Rate	All Students	86	*	62.8%	*	3.00/4	Meets
	2 Year	*	*	27.9%	*	0.00/0	-
	4 Year	*	*	27.9%	*	0.00/0	-
	CTE	*	*	20.9%	*	0.00/0	-
	Military	*	*	0.0%	*	0.00/0	-
	Postsecondary Program	*	*	0.0%	*	0.00/0	-
Graduation Rate	All Students	71	6yr	100.0%	*	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	28	6yr	100.0%	*	2.00/2	Exceeds
	Minority Students	29	7yr	100.0%	*	2.00/2	Exceeds
	Multilingual Learners	n < 16	-	-	*	0.00/0	-
	Students with Disabilities	n < 16	-	-	*	0.00/0	-
TOTAL		*	*	*	*	38.50/44	Exceeds

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	95.3%	100.0%	100.0%	98.8%	6yr
Free/Reduced-Price Lunch Eligible	93.6%	100.0%	100.0%	96.8%	6yr
Minority Students	91.9%	100.0%	100.0%	100.0%	7yr
Multilingual Learners	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024-2026 results. Cut-scores for the multi-year reports were re-normed based on 2026 results.

Dropout Rates: represent percentages of students enrolled in grades 7-12 for districts and 9-12 for schools at any time during the year who left and did not subsequently enroll in another Colorado school. 1-Year calculations are based on the 2025 End of Year (EOY) data submission. Multi-year reports include 2023 through 2025 records.

Matriculation Rates: represent percentages of high school graduates with a qualifying credential, enrollment, or enlistment status in a Career & Technical Education (CTE) program, a 2- or 4-year institute of higher education, a branch of the military, or a postsecondary program. Beginning in 2024, high school graduates who were enrolled in ASCENT, P-TECH, or TREP programs (i.e., Postsecondary Program) during their 5th year of high school count as successes. 1-Year calculations are based on the 2025 graduation cohort. Multi-year reports include 2023 through 2025 records.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for 1-Year and Multi-Year reports are based on data for students with AYGs between 2022 and 2025.

For additional information about ratings, refer to the scoring guide on the last page of this report.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Final Scoring Guide for 2026 District/School Performance Frameworks

Performance Indicator	Measure/Metric			Rating	Point Value		
Academic Achievement & ELP On Track Growth	Mean Scale Score was:				All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile			Exceeds	8	1.00	Not Applicable: Paused for 2026
	• at or above the 50th percentile but below the 85th percentile			Meets	6	0.75	
	• at or above the 15th percentile but below the 50th percentile			Approaching	4	0.50	
	• below the 15th percentile			Does Not Meet	2	0.25	
	Students Previously Identified for a READ Plan (bonus point)						
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)				1 bonus point			
Academic Growth	Median Growth Percentile was:				All Students	Each Disaggregated Group	ELP
	• at or above 65			Exceeds	8	1.00	4.0
	• at or above 50 but below 65			Meets	6	0.75	3.0
	• at or above 35 but below 50			Approaching	4	0.50	2.0
	• below 35			Does Not Meet	2	0.25	1.0
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:				All Students	Each Disaggregated Group	
		1-Year	3-Year				
	• at or above	553.1	553.6	Exceeds	4	1.00	
	• below previous cut but at or above	494.6	496.4	Meets	3	0.75	
	• below previous cut but at or above	448.1	455.8	Approaching	2	0.50	
	• below	448.1	455.8	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:				All Students	Each Disaggregated Group	
	• at or above	527.0	523.3	Exceeds	4	1.00	
	• below previous cut but at or above	465.8	466.0	Meets	3	0.75	
	• below previous cut but at or above	423.3	426.4	Approaching	2	0.50	
	• below	423.3	426.4	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				All Students	Each Disaggregated Group	
	• at or below 0.5%			Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%			Meets	6	1.5	
	• at or below 5.0% but above 2.0%			Approaching	4	1.0	
	• above 5.0%			Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):				All Students		
	• at or above the 75.8%			Exceeds	4		
	• at or above 61.1% but below 75.8%			Meets	3		
	• at or above 46.8% but below 61.1%			Approaching	2		
	• below 46.8%			Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):				All Students	Each Disaggregated Group	
	• at or above 95.0%			Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%			Meets	6	1.5	
	• at or above 75.0% but below 85.0%			Approaching	4	1.0	
	• below 75.0%			Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data. *

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	Elementary	Middle	High
15th percentile	76.7%	37.3%	35.1%
50th percentile	76.7%	37.3%	35.1%
85th percentile	76.7%	37.3%	35.1%

Paused for 2026 Framework Calculations

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible
	• at or above 87.5%
	• at or above 62.5% but below 87.5%
	• at or above 37.5% but below 62.5%
	• below 37.5%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

7054: Platte Valley Middle School | 3130: Platte Valley RE-7

Grade Levels: M - (1 Year)

Plan Type
Official Rating based on SINGLE-YEAR SPF Report
Improvement Plan
42.3/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Performance

 Improvement **42.3%**

Priority Imp.

Turnaround

School plan types are based on the total percentage of points earned.

Performance Plan:
 53.0% - 100%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Turnaround Plan:
 0.0% - 33.9%

Insufficient State Data:
 No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	46.3%	18.5/40	Approaching
Academic Growth	39.6%	23.8/60	Approaching

Assurances

	Rating
Participation	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	264	238	90.2%	25	99.6%	Meets 95% Participation
Math	264	238	90.2%	26	100.0%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:

Does Not Meet 95% Total Participation
Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Middle	Academic Achievement	46.3%	18.5/40	Approaching	42.3%	Improvement
	Academic Growth	39.6%	23.8/60	Approaching		

(-) No Reportable Data; *State accountability policy requires 95% participation in state assessments. Parent/guardian excusals do not affect the Accountability Participation Rate used for a one-level rating reduction. Districts or schools below 95% participation in ELA and Math receive an informational "Does Not Meet 95% Total Participation" descriptor that does not affect framework calculations. First-year U.S. multilingual learners eligible for the ELP assessment count as ELA participants. New for 2026-27, schools and districts with less than 25% ELA/Math participation are identified as "Low Participation" and must implement a Participation Action Plan. ACCESS On-Track Growth is unavailable for 2026-27 due to ACCESS scoring changes. See the scoring guide for more information.

7054: Platte Valley Middle School | 3130: Platte Valley RE-7

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	235	90.2%	739.0	46	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	101	91.2%	730.4	27	0.50/1	Approaching
	Minority Students	99	89.5%	728.3	22	0.50/1	Approaching
	Multilingual Learners	28	96.9%	718.0	6	0.25/1	Does Not Meet
	Students with Disabilities	30	90.9%	706.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	236	90.2%	726.0	35	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	102	91.2%	719.3	20	0.50/1	Approaching
	Minority Students	100	89.5%	714.6	12	0.25/1	Does Not Meet
	Multilingual Learners	29	96.9%	708.5	4	0.25/1	Does Not Meet
	Students with Disabilities	30	90.9%	707.2	2	0.25/1	Does Not Meet
CMAS - Science	All Students	68	81.9%	729.8	42	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	31	86.1%	720.2	24	0.50/1	Approaching
	Minority Students	32	76.2%	715.4	16	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	15.75/34	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	228	37.5	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	99	37.0	0.50/1	Approaching
	Minority Students	95	39.0	0.50/1	Approaching
	Multilingual Learners	26	53.0	0.75/1	Meets
	Students with Disabilities	28	38.0	0.50/1	Approaching
CMAS - Math	All Students	229	30.0	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	100	28.0	0.25/1	Does Not Meet
	Minority Students	96	31.5	0.25/1	Does Not Meet
	Multilingual Learners	27	36.0	0.50/1	Approaching
	Students with Disabilities	28	29.0	0.25/1	Does Not Meet
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	9.50/24	Approaching

This page displays the performance indicator data for the middle school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Final Scoring Guide for 2026 District/School Performance Frameworks

Performance Indicator	Measure/Metric			Rating	Point Value		
Academic Achievement & ELP On Track Growth	Mean Scale Score was:				All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile			Exceeds	8	1.00	Not Applicable: Paused for 2026
	• at or above the 50th percentile but below the 85th percentile			Meets	6	0.75	
	• at or above the 15th percentile but below the 50th percentile			Approaching	4	0.50	
	• below the 15th percentile			Does Not Meet	2	0.25	
	Students Previously Identified for a READ Plan (bonus point)						
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)				1 bonus point			
Academic Growth	Median Growth Percentile was:				All Students	Each Disaggregated Group	ELP
	• at or above 65			Exceeds	8	1.00	4.0
	• at or above 50 but below 65			Meets	6	0.75	3.0
	• at or above 35 but below 50			Approaching	4	0.50	2.0
	• below 35			Does Not Meet	2	0.25	1.0
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:				All Students		Each Disaggregated Group
		1-Year	3-Year				
	• at or above	553.1	553.6	Exceeds	4	1.00	
	• below previous cut but at or above	494.6	496.4	Meets	3	0.75	
	• below previous cut but at or above	448.1	455.8	Approaching	2	0.50	
	• below	448.1	455.8	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:				All Students		Each Disaggregated Group
	• at or above	527.0	523.3	Exceeds	4	1.00	
	• below previous cut but at or above	465.8	466.0	Meets	3	0.75	
	• below previous cut but at or above	423.3	426.4	Approaching	2	0.50	
	• below	423.3	426.4	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				All Students		Each Disaggregated Group
	• at or below 0.5%			Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%			Meets	6	1.5	
	• at or below 5.0% but above 2.0%			Approaching	4	1.0	
	• above 5.0%			Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):				All Students		
	• at or above the 75.8%			Exceeds	4		
	• at or above 61.1% but below 75.8%			Meets	3		
	• at or above 46.8% but below 61.1%			Approaching	2		
	• below 46.8%			Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):				All Students		Each Disaggregated Group
	• at or above 95.0%			Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%			Meets	6	1.5	
	• at or above 75.0% but below 85.0%			Approaching	4	1.0	
	• below 75.0%			Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	Elementary	Middle	High
15th percentile	76.7%	37.3%	35.1%
50th percentile	76.7%	37.3%	35.1%
85th percentile	76.7%	37.3%	35.1%

Paused for 2026 Framework Calculations

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.



Pursuing Excellence for All: For Every Student, Every Day

District Accreditation Write-up

The Colorado Department of Education (CDE) is responsible for annually accrediting all school districts in the state. Accreditation contracts have a term of one year. As part of the accreditation process we are required to ensure the following:

1. **Attainment on Performance Indicators.** The District will be responsible for overseeing the academic programs offered in its schools and ensuring that those programs meet or exceed state and local expectations for levels of attainment on the statewide performance indicators, as specified in 1 CCR 301-1
2. **Adoption and Implementation of District Plan.** The District shall create, adopt and implement a Performance Plan as required by the Colorado Department of Education (Department), in accordance with the time frames specified in 1 CCR 301-1. Said plan will conform to all of the requirements specified in 1 CCR 301-1.
3. **Accreditation of Public Schools and Adoption and Implementation of School Plans.** The District will implement a system of accrediting all of its schools, as described in section 22-11 307, C.R.S., which may include measures specifically for those schools that have been designated as Alternative Education Campuses, in accordance with the provisions of 1 CCR 301-57. The District will ensure that plans are implemented for each school in compliance with the requirements of the State Board pursuant to 1 CCR 301-1.
4. **Substantial and Good-Faith Compliance with Applicable Statutes, Regulations, and Department Policies and Procedures.** The District and the District's public schools will substantially comply with all statutory and regulatory requirements applicable to the District and District's public schools and all Department policies and procedures applicable to the District and District's public schools, including, but not limited to, the following:
 - a. Provisions of article 44 of title 22 concerning budget and financial policies and procedures;
 - b. Provisions of article 45 of title 22 concerning accounting and financial reporting; • Provisions of section 22-32-109.1, C.R.S., concerning school safety and the Gun-Free Schools Act, 20 U.S.C. 7961;
 - c. Provisions of section 22-7-1013(8), C.R.S., concerning statewide assessments, including that:
 - i. The District and District's public schools will not impose negative consequences—including prohibiting school attendance, imposing an unexcused absence, or prohibiting participation in extracurricular activities—on a student or parent if the parent excuses his or her student from participating in a statewide assessment. If a parent excuses his or her student from participating in a statewide assessment, the District and the District's public schools will not prohibit the student from participating in an activity, or receiving any other form of reward the District or District's public schools provide to students for participating in the statewide assessment; and
 - ii. The District and District's public schools will not impose an unreasonable burden or requirement on a student that would discourage the student from taking a statewide assessment or encourage the student's parent to excuse the student from taking the statewide assessment.

File: JKA - Use of Physical Intervention and Restraint

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

Use of Physical Intervention and Restraint **USE OF PHYSICAL INTERVENTION AND RESTRAINT**

To maintain a safe learning environment, ~~district employees~~ **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~~ **will** not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

Physical intervention **DEFINITIONS**

Corporal ~~punishment shall not be administered to any student by any district employee or volunteer, in accordance with state law~~ **Punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a child. Corporal Punishment is never to be used.**

~~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 one minute 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. If property damage may be involved, restraint may only be used when the destruction of property could possibly result in bodily harm to the individual or another person. Restraint shall not include the holding of a student for less than one minute by a district employee for the protection of the student or others and other actions excluded from the definition of restraint in state law.

If a student is physically restrained for a period of time longer than one minute, but less than five minutes, the student's parent(s) are required to be notified. The notice must be given in writing on the same day the restraint occurs, and must include the date of restraint, student's name, and the number of times that day that the student was restrained.

If a student is physically restrained for a period of time longer than five minutes, the school administration shall verbally notify the parent or guardian as soon as possible, but not later than the end of the school day that the restraint was used. Additionally, the school administration shall mail, fax, or e-mail a written report of the incident, including all information required by law, to the parent or legal guardian of the student not more than five calendar days after the use of the restraint on the student.

District employees shall not use restraint as a form of discipline or to control or gain compliance from a student. 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.

If a student is placed in a seclusion room, the student must be continually monitored. The seclusion room must have at least one window to monitor students when the door is closed. If it is not feasible to utilize a room with a window, monitoring by video camera must be possible. The seclusion room must be a safe space free from injurious items and must not be a space used by school staff for offices, storage, or custodial purposes.

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

Use of Mechanical or Prone Restraints

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); however, no law enforcement officer or armed security official shall use handcuffs on any student unless the student poses an immediate danger to themselves or others or if handcuffs are solely used during a custodial arrest requiring transport.

2. ~~When the student is openly displaying a deadly weapon, as defined in C.R.S. 18-1-901(3)(e)~~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.

NOTE: Information concerning the district's policies for the use of restraint and seclusion on students and information concerning the process for filing a complaint regarding the use of restraint and seclusion, as set forth by rules of the State Board of Education, must be included in the student conduct and discipline code distributed to students. C.R.S. [22-32-109.1](#) (2)(a)(I)(L). CASB sample exhibit [JKA-E-2](#) reflects the State Board's complaint process and may be included in the student conduct and discipline code to meet this notification requirement.

(Adoption date)

LEGAL ~~REFS.:~~ **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 ~~schools~~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 ~~schools~~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*)

[Revised July ~~2023~~2026]

COLORADO SAMPLE POLICY 1993©

File: JKA

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

Use of Physical Intervention and Restraint

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.

NOTE: Information concerning the district's policies for the use of restraint and seclusion on students and information concerning the process for filing a complaint regarding the use of restraint and seclusion, as set forth by rules of the State Board of Education, must be included in the student conduct and discipline code distributed to students. C.R.S. [22-32-109.1](#) (2)(a)(I)(L). CASB sample exhibit [JKA-E-2](#) reflects the State Board's complaint process and may be included in the student conduct and discipline code to meet this notification requirement.

(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)

[Revised July 2026]

COLORADO SAMPLE POLICY 1993©

File: JKA-R

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

Procedure for the Use of Physical Intervention and Restraint

DUTIES RELATED TO RESTRAINT

A District, or District Employee, who uses restraint must adhere to the restrictions outlined in policy [JKA](#). In addition, any District Employee who uses restraint of any form, must be appropriately trained and follow the notification and documentation guidelines.

TRAINING

A District that uses restraint must ensure that all District Employees and agents using restraint in its facilities or programs are trained. Training must include:

1. The appropriate use of restraint;
2. Methods to explain the use of restraint to the student who is restrained and the student's family;
3. A continuum of prevention techniques;
4. Environmental management;
5. A continuum of de-escalation techniques;
6. Nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint;
7. Appropriate documentation and notification procedures, including monitoring and recording the time duration of a restraint or seclusion; and
8. Retraining must occur at a frequency of at least every two years.

DOCUMENTATION AND NOTIFICATION

All Restraints. If a District Employee uses a restraint on a student, the Employee is required to submit a written report of the incident to the District no later than one school day after the incident occurred.

Physical Restraint, more than one minute but less than five minutes. If a physical restraint is used for more than one minute, but less than five minutes, the District must provide written notice on the day of the restraint to the parent or legal guardian of the student.

1. The written notice must include (1) the date, (2) the name of the student, and (3) the number of restraints used that day that lasted between one and five minutes.

Physical Restraint, five minutes or more, and any Seclusion. If a physical restraint is used for five minutes or more, or if the student is placed in seclusion for any length of time, the District must provide verbal or written notice on the day of the physical restraint or seclusion to the parent of the student. The District will also mail or email a written report of the incident to the parent of the student not more than five calendar days after the use of the restraint or seclusion on the student. The written report of the use of restraint must be placed in the student's confidential file and include:

1. The antecedent of the student's behavior, if known;
2. A description of the incident;
3. Any efforts made to deescalate the situation;
4. Any alternatives to the use of restraint that were attempted;
5. The type and duration of the restraint used;
6. Any injuries that occurred;
7. The names of the District Employees, or agents, who were present, and District Employees, or agents, who were involved in administering the restraint;
8. The start and end time of the restraint;
9. Details concerning the notification provided to the parent or legal guardian; and
10. For seclusion, details concerning whether the door was opened or closed.

Review of Physical Restraint, five minutes or more, and any Seclusion. When District Staff complete the written report described above, they should also review to assure that appropriate procedures were followed and to minimize use of restraint in the future, when possible. Such staff review should include:

1. Ensuring there is follow up communication with the student and their parent or legal guardian;
2. Considering whether alternative strategies could have been used; and
3. Recommending adjustment of procedures, if appropriate.

If there is a reasonable probability that a physical restraint or seclusion may be used with a specific student, the District will provide written notice to the parent or legal guardian, and if appropriate, to the student, regarding (1) physical restraint or seclusion procedures that may be used, (2) the circumstances in which physical restraint or seclusion might be used, and (3) the District Employees or agents who may be involved. A parent who receives such notification from the District may choose to request a meeting to discuss the written notice, in which case the District must meet with the parents.

ANNUAL REVIEW OF THE USE OF RESTRAINT

Each District will establish an annual review process and document the results of each review in writing. The purpose of the annual review is to ensure the proper administration of restraint, minimizing and preventing the use of restraint by increasing

the use of positive behavior interventions, and reducing the incident of injury to students, District Employees, and agents. The review process must include, but is not limited to:

1. An analysis of incident reports, including consideration of procedures used during the restraint, preventative or alternative techniques attempted, documentation, and follow up;
2. Training needs of District Staff;
3. Staff to student ratios; and
4. Environmental considerations, including physical space, student seating arrangements, and noise levels.

For a charter school authorized by the District, the data and the written review must be integrated into the annual review of the authorizing District.

ANNUAL REPORTING

No later than June 30th of each year, the District will submit in a report to the Department of Education the information from the Annual Review listed above, and the following data on restraints used by District Employees or agents:

1. The total number of physical restraints lasting more than one minute but less than five minutes;
2. The total number of physical restraints lasting five minutes or more;
3. The total number of students who experienced at least one physical restraint lasting more than one minute but less than five minutes;
4. The total number of students who experiences at least one physical restraint lasting five minutes or more;
5. The total number of students who experienced at least one seclusion;
6. The total number of seclusions;
7. The total number of mechanical restraints;
 - a. Within the total number of mechanical restraints, how many were restraints using handcuffs; and
8. The total number of prone restraints.

The District should track restraints in their District Schools, Charter Schools authorized by the District, and any separate school operated by the District for students with disabilities. Districts are not required to track restraints for students at a facility school. Districts may have additional reporting requirements under law or contract.

(Adoption date)

[Revised July 2026]

COLORADO SAMPLE REGULATION 2000©

File: DJB* ~~Federal Procurement~~

NOTE: Colorado school districts that receive federal funds are required by federal law to adopt procurement procedures and the law contains specific direction as to the content or language. This sample policy and its accompanying regulation contain the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

As of July 1, 2017, districts that receive federal funds must comply with the UGG for all purchases made with federal funds and must implement procurement procedures that meet the UGG's requirements.

Federal Procurement

This policy and its accompanying regulation (DJB-R) ~~apply~~^{ies} to the purchase of services, supplies, equipment, or other property with federal funds that are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department General Administration Regulations (EDGAR), and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy or its accompanying regulation conflict or are otherwise inconsistent with mandatory provisions of the UGG, EDGAR, or other applicable federal law, the mandatory provisions of such laws control.

District ~~E~~mployees must follow Board policy concerning ~~E~~mployee purchasing authority when making any purchase with federal funds and must obtain prior Board approval in those instances when it is required by Board policy. District ~~E~~mployees must also follow applicable state law and Board policy concerning competitive bidding, to the extent state law and/or Board policy establish additional requirements or procedures--including conducting criminal background checks for any person providing direct services to students pursuant to a written contract--that do not conflict with this policy and its accompanying regulation.

~~Federal micro-purchases (less than \$10,000)~~ FEDERAL MICRO-PURCHASES (LESS THAN \$15,000)

NOTE: While the federal micro-purchase threshold will remain at \$150,000, ~~D~~istricts may have a lower threshold or may self-certify a micro-purchase threshold up to \$50,000. This self-certification must be done annually and include a justification, clear indication of the new threshold, and supporting documentation of any of the following: (1) a qualification as a low-risk auditee in accordance with the criterion in 2 CFR 200.520 or (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risk.

A "~~M~~icro-~~P~~urchase" is a purchase of supplies or services using simplified acquisition procedures, the aggregate amount of which does not exceed the micro-purchase threshold.

Micro-purchases may be made or awarded without soliciting competitive price or rate quotations if ~~D~~istrict ~~S~~taff considers the price to be reasonable based on research, experience, purchase history, or other information, and documents its files accordingly.

To the extent practicable, the ~~D~~istrict may distribute micro-purchases equitably among qualified suppliers when the same, or materially interchangeable, products are identified and such suppliers offer effectively equivalent rates, prices, and other terms.

~~Federal simplified acquisition threshold (\$10,000 to under \$250,000)~~**FEDERAL SIMPLIFIED ACQUISITION THRESHOLD (\$15,000 TO UNDER \$350,000)**

"~~Simplified A~~acquisition ~~T~~hreshold" means the dollar amount below which a non-~~f~~Federal entity may purchase property or services using small purchase methods. Non-~~f~~Federal entities adopt small purchase procedures ~~in order to~~ expedite the purchase of items costing less than the simplified acquisition threshold.

For small purchases, price or rate quotes must be obtained in advance from a reasonable number of qualified sources, as detailed in this policy's accompanying regulation, unless:

1. ~~A~~a valid basis exists under the federal Uniform Grant Guidance for relying on procurement by a noncompetitive proposal (i.e., "single source" procurement); or
2. ~~T~~he ~~D~~istrict elects to use a more formal competitive bid or request for proposal process.

~~Competitive bidding threshold (\$250,000 or more)~~**COMPETITIVE BIDDING THRESHOLD (\$350,000 OR MORE)**

The ~~D~~istrict must conduct a cost or price analysis for purchases that exceed the ~~S~~simplified ~~A~~acquisition ~~T~~hreshold. At a minimum, this must include making an independent estimate before receiving bids or proposals (including noncompetitive proposals). A ~~C~~cost ~~A~~analysis means evaluating the separate cost elements that make up the price. A ~~P~~price ~~A~~analysis means evaluating the total price, without looking at the individual cost elements.

Whenever appropriate and relevant to the specific transaction, the cost analysis may include life-cycle cost estimates which must then be incorporated into any solicitations of bids or proposals.

~~Unnecessary or duplicative items~~**UNNECESSARY OR DUPLICATIVE ITEMS**

The ~~D~~istrict must avoid the acquisition of unnecessary or duplicative items.

Consideration must also be given to consolidating or breaking out purchases to obtain a more economical purchase.

~~Recordkeeping~~**RECORDKEEPING**

The ~~De~~istrict must maintain records sufficient to detail the history of procurements made with federal funds. These records may include, but not necessarily be limited to, the following: -rationale for the method of procurement, contractor selection or rejection, and the basis for the contract price (including a cost or price analysis).

Retention of such procurement records must be in accordance with applicable law and Board policy.

(Adoption date)

LEGAL REFERENCES:

2 C.F.R. Part 200 Subpart D (post-award requirements under the federal Uniform Grant Guidance)

2 C.F.R. 200.318 (general standards for procurement supported by federal funds)

2 C.F.R. 200.319 (written procurement standards required)

2 C.F.R. 200.320 (methods of procurement to be followed)

2 C.F.R. 200.323 (cost or price analysis)

2 C.F.R. 200.333 (record retention requirements)

2 C.F.R. 200.336 (access to records)

7 C.F.R. 226 (USDA procurement thresholds)

7 C.F.R. 3016.36 (USDA's procurement standards)

7 C.F.R. 3016.37 (USDA's procurement requirements for subgrants)

34 C.F.R. Parts 75, 76 (EDGAR - Education Department General Administrative Regulations)

48 C.F.R. Subpart 2.1 (micro-purchase and competitive bidding thresholds)

C.R.S. [22-32-144](#) (4) (background check provision required in service contracts)

CROSS REFERENCES:

[BCB](#), School Board Member Conflict of Interest

[DAC*](#), Federal Fiscal Compliance

[DJ/DJA](#), Purchasing/Purchasing Authority

[DJE](#), Bidding Procedures

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

[EHB](#), Records Retention

[GBEA](#), Staff Ethics/Conflict of Interest

~~NOTE: The federal government periodically adjusts the threshold amounts for federal procurement. See USDA Memo SP02CACFP03SFSP01-2022 (December 15, 2021). This table lists the amounts effective as of November 2020~~October 2025:

Procurement Method	Amount
Micro Purchase Threshold	~~\$10,000~~ <u>15,000</u> or less

Simplified Acquisition Threshold (for small purchases)	\$ <u>150,000</u> – \$250,000 <u>350,000</u>
Competitive Bidding Threshold	\$ <u>35</u> 250,000 or more
*Districts may self-certify a <u>M</u> icro- <u>P</u> urchase <u>T</u> hreshold up to \$50,000	

[Revised ~~February 2022~~July 2026]

COLORADO SAMPLE POLICY 2017©

File: DJB*-R –Federal Procurement

NOTE: Colorado school districts that receive federal funds are required by federal law to adopt procurement procedures and the law contains some specific direction as to the content or language. This sample regulation and the accompanying policy contain the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

The district may continue to comply with the procurement standards in previous federal guidance for two additional fiscal years following the implementation of the federal Uniform Grant Guidance (UGG), which became effective December 26, 2014. If the district chooses to use previous procurement standards, the district must document this decision in its internal procurement policies and procedures. As of July 1, 2017, districts that receive federal funds must comply with the requirements of the UGG for all purchases made with federal funds and must implement procurement procedures that meet the UGG's requirements.

Federal Procurement Procedures

"Single source" procurementSINGLE SOURCE PROCUREMENT

One or more of the following conditions justify procurement of a small or large purchase pursuant to a noncompetitive proposal (i.e., "single source" procurement):

1. The item is only available from a single source;
2. A public exigency or emergency exists and does not permit the delay that would result from a competitive solicitation;
3. After solicitation of a number of sources, the District determines that competition is inadequate; or
4. The federal awarding agency or the state as the pass-through entity has expressly authorized noncompetitive proposals in response to a written request from the District.

The District ~~must~~shall document the grounds for using a single source procurement process in lieu of an otherwise-required competitive method of procurement.

Standards for obtaining price or rate quotationsSTANDARDS FOR OBTAINING PRICE OR RATE QUOTATIONS

The following standards apply to District procurement decisions that include the consideration of price or rate quotations:

1. Obtain at least two price or rate quotations that represent acceptable procurement options₁.

2. Price or rate quotations may be obtained from an online search, publicly advertised prices, written quotations prepared upon request or by documenting verbal quotations₁₇.

3. The specific price or rate quotation need not be the sole determining factor in the procurement decision if:

a. Qeither relevant and material differences exist among the quotations (e.g., quality, functionality, vendor-supplied support services, life-cycle cost estimates, vendor experience in connection with the purchase of services, etc.); and

b. Ssuch differences predominate over a strict cost comparison.

4. If the District determines that it is in the District's best interests to not select the lowest price or rate quotation based upon the criteria listed in the above paragraph, the reason for deviating from using cost as the determining factor must-shall be documented.

~~Additional standards applicable to procurements under the federal Uniform Grant Guidance~~
ADDITIONAL STANDARDS APPLICABLE TO PROCUREMENTS UNDER THE FEDERAL UNIFORM GRANT GUIDANCE

Unless expressly authorized by the federal Uniform Grant Guidance and/or other applicable federal law, the following standards shall-will apply to District purchases made in whole or in part with federal funds:

1. The District shall-will take affirmative steps to assure that minority businesses, women's business enterprises and labor surplus area firms are used when possible. These affirmative steps include, but are not limited to, placing qualified small and minority businesses and women's business enterprises on solicitation lists and ensuring the small and minority businesses and women's business enterprises are solicited whenever they are potential sources₁₇.

2. A time and materials contract may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk₁₇.

3. District procurement supported by federal funds may be subject to the federal Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The general requirements include procuring solid waste management services in a manner that maximizes energy and resource recovery₁₇; and establishing an affirmative program for procurement of recovered materials as identified in Environment Protection Agency (EPA) guidelines.

(Approval date)

[Revised July 2026]

File: JLCB

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

Immunization of Students

The Board directs the ~~S~~superintendent or designee(s) to annually provide parents/guardians of each student enrolled in the ~~D~~district a copy of the standardized immunization document developed by the Colorado Department of Public Health and Environment. The standardized immunization document includes a list of required and recommended immunizations and the age at which each immunization should be given, the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine *[optional: the school may also include immunization and vaccination rates for any other vaccine]* for the school's enrolled student population for the previous school year compared to the vaccinated children standard, and a statement that the school is required to collect and report the information, but the school does not control the school's specific immunization rates or establish the vaccinated children standard.

No student is permitted to attend or continue to attend any school in this ~~D~~district without meeting the legal requirements of immunization against disease unless the student has presented one of the following, as provided by law:

~~a written authorization signed by a parent/guardian requesting local public health officials administer the immunizations;~~

- 1. An up-to-date certificate of immunization
- ~~24. a certificate~~A certificate of medical exemption;
- ~~a certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment;~~
- or
- ~~32. a~~A certificate of nonmedical exemption.

Students who do not submit an up-to-date certificate of immunization, ~~a written authorization signed by one parent/guardian requesting local public health officials to administer the immunizations,~~ or a valid certificate of medical or nonmedical exemption will be suspended and/or expelled from school according to this policy's accompanying regulation (JLCB-R).

Commented [HD1]: Needs link

File: JLCB

All information distributed to parents/guardians by the ~~D~~istrict will inform them of their rights to seek an exemption from immunization requirements.

(Adoption date)

LEGAL REFERENCES:

C.R.S. 22-32-140 (annual distribution of standardized immunization document required)

_____ C.R.S. 22-33-106 (grounds for suspension, expulsion and denial of admission)

_____ C.R.S. 25-4-901 et seq. (school entry immunizations)

_____ 6 CCR 1009-2 (school immunization requirements)

CROSS REFERENCES:

JF, Admission and Denial of Admission

_____ JFABE*, Students in Foster Care

_____ JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)

_____ JRA/JRC, Student Records/Release of Information on Students

JLCB-R, Immunizations of Students Regulation

Commented [HD2]: Needs link

~~NOTE 1: In accordance with state law, the Colorado Department of Public Health and Environment (CDPHE) has developed and provided to the Colorado Department of Education (CDE) a standardized immunization document regarding childhood immunizations. CDE shall post an updated standardized immunization document on its website on or before January 15th annually. C.R.S. 25-4-902.~~

~~NOTE 2: Districts may determine the method of distribution for the standardized immunization document. Solely posting the document on the school district's website or in a central area of the school is not sufficient to satisfy the notice requirement, however, each school district is encouraged to post a copy of the document on its website. C.R.S. 22-32-140.~~

~~NOTE 3: State law requires schools to make the immunization and exemption rates of their enrolled student population "publicly available upon request." C.R.S. 25-4-903 (5). The CDPHE has created a worksheet to assist schools in determining their immunization and exemption rates. To access this worksheet and related information, visit the CDPHE's website, <https://www.colorado.gov/cdphe>.~~

~~NOTE 4: State law also requires schools, on or by February 15, 2021 and every~~

File: JLCB

year thereafter, to include on the standardized immunization document the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine for the school's enrolled student population for the previous school year compared to the vaccinated children standard of 95%. C.R.S. 25-4-902 (4)(b).

[Revised ~~June 2024~~ July 2026]
COLORADO SAMPLE POLICY 1991©

Commented [HB3]: July

File: JLCB-R ~~-Immunization of Students~~

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

4. ~~Immunization of Students~~

No student may attend school in the ~~D~~district unless the student has presented to the school: (1) an up-to-date certificate of immunization, a written authorization signed by a parent/guardian requesting local public health officials administer the immunizations or (2) a valid certificate of medical exemption, or (3) a completed certificate of nonmedical exemption form.

NOTE: Please refer to current standardized immunization documents and exemption forms developed and updated by the Colorado Department of Public Health and Environment.

~~2.~~A student will be exempted from required immunizations only upon submission of:

Medical Exemptions. a. ~~A~~ a completed certificate of medical exemption signed by ~~from~~ a licensed physician, qualified physician assistant, or advanced practice nurse that the student's physical condition is such that immunization would endanger the student's life or health or is otherwise medically contraindicated due to other medical conditions.

A medical exemption can be for:

1. Permanent Conditions, which requires the form to be submitted only once to the school; or

2. Temporary Conditions, which only last for the duration of the condition and will expire after the "temporary until" date, which is determined by the authorized immunizing provider who signed the form.

NOTE: The expiration date must be monitored by each school in the District to determine when the student is eligible to receive the required immunization. Additionally, all Medical Exemption Forms (temporary or permanent) must be maintained in the student's file at each new school the student attends.

~~b. a completed certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment; or~~

Nonmedical Exemptions. c. ~~A~~ a completed certificate of nonmedical exemption signed by ~~one~~ a parent/guardian or an emancipated student, ~~and a physician, qualified physician assistant, or advanced practice nurse.~~ The certificate of nonmedical exemption must also include either:

1. The signature from a licensed physician, qualified physician assistant, advanced practice nurse, or pharmacist; or

2. Confirmation of completion of the Colorado Department of Public Health and Environment's Online Immunization Education Module.

a. Certificates of Nonmedical Exemption must be submitted once per school year.

In the event of an outbreak of any communicable disease for which immunization is required, no exemption will be ~~recognized~~recognized, and those students will be excluded from school.

~~3. Parents/guardians or emancipated students who assert a nonmedical exemption must submit either a completed certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment or a completed certificate of nonmedical exemption that is signed by a parent/guardian or emancipated student and a physician, qualified physician assistant, or advanced practice nurse on an annual basis. Such submission will occur at the beginning of each school year that the nonmedical exemption is asserted.~~

~~4. Parents/guardians or emancipated students who assert an exemption from immunizations based on a medical reason shall submit the required medical exemption form to the school one time. The medical exemption form shall be maintained on file at each new school the student attends.~~

DUTIES RELATED TO IMMUNIZATIONS

~~5.~~ Each school in the District annually provides the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine [optional: the school may also include immunization and vaccination rates for any other vaccine] for the school's enrolled student population for the previous school year compared to the vaccinated children standard.

~~6.~~ The District will provide upon request an immunization reporting form. The ___[appropriate school official, e.g., school nurse, principal]___ is responsible for seeing that required information is included on the form and transferred to an official certificate of immunization as required.

~~7.~~ If there is a failure to comply with the immunization requirements, the [appropriate school official] will personally notify the parent/guardian or emancipated student. Such notification will be accomplished by telephone, e-mail, or in person. If this is not possible, contact will be by physical mail. Emancipated students must be contacted directly rather than through their parents/guardians.

The parent/guardian or emancipated student will be notified of the following:

~~1a.~~ 1a. That up-to-date immunizations are required under Colorado law.

~~2b.~~ 2b. That within ~~44-30~~ days of notification, the parent/guardian must submit one of the following: ~~an authorization for administration of the immunization by public health officials; (1) a completed certificate of medical exemption or nonmedical exemption (either temporary or permanent), (2); a completed certificate of nonmedical exemption completion of the online education module administered by the Colorado Department of Public Health and Environment; or, (3) documentation to the school showing that the next required immunization has been given and a written plan for completion of all required immunizations.~~

~~3c.~~ 3c. That if the required documentation is not submitted within ~~44-30~~ days of notification, or if the student begins, but does not continue or complete, the written plan, the student will be suspended or expelled.

~~7.~~ A student who fails to comply will be suspended by the principal for up to five days and notice of the suspension sent to the Health Department, in accordance with applicable law.

~~8.~~ If no certificate of immunization is received during the period of suspension, the ~~S~~superintendent will institute proceedings for expulsion.

~~9.~~ Any suspension or expulsion under this policy will terminate automatically upon compliance.

~~10.~~ Record of any such suspension or expulsion will be contained in the student's health file, with an appropriate explanation, ~~—~~ not in the student's disciplinary file.

Any student expelled for failure to comply with the immunization requirements will not be included in calculating the dropout rate, but will be included in the annual report to the State Board of Education.

NOTE: While the definition of "student in out-of-home placement" closely tracks the federal law's definition of a student in foster care, the state law's definition is slightly broader. Thus, the use of the term "student in out-of-home placement" is intentional in the following paragraph, as state law requires the district to enroll a student in an out-of-home placement regardless of whether the district has received the student's immunization records. C.R.S. [22-32-138](#) (4).

~~Students in out-of-home placements~~ **STUDENTS IN OUT-OF-HOME PLACEMENTS**

The following procedure applies to students in out-of-home placements, as that term is defined by C.R.S. [22-32-138](#) (1)(h).

Unless the ~~D~~district or school is otherwise authorized to deny enrollment to a student in out-of-home placement, the ~~D~~district or school must enroll the student regardless of whether the ~~D~~district or school has received the student's immunization records. Upon enrolling the student, the school must notify the student's legal guardian that unless the school receives the student's certificate of immunization ~~or a written authorization for~~

~~administration of immunizations~~ within 14 days after the student enrolls, the school will suspend the student until such time as the school receives the certificate of immunization or authorization.

(Approval date)

[Revised July ~~2021~~ 2026]

COLORADO SAMPLE REGULATION 1992©

File: GBI* -Criminal-History-Record-Information

NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the majority of the requirements for handling criminal history record information (CHRI), but districts must ensure that they have written, district-specific procedures in place regarding the district's specific incident response plan. The district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Criminal History Record Information

The Board of Education of [School District Name] is committed to ensuring the protection of the Criminal Justice Information (CJI) and its subset of Criminal History Record Information (CHRI). CHRI will be retained for a period of three years, at which point the information will be purged or destroyed in accordance with applicable record retention rules.

NOTE: CASB recommends that districts retain Criminal History Record Information for a three-year retention period, but there is no legal requirement for the length of time a district must retain this information. However, the length of the retention period must be specifically included in policy. Therefore, in this Policy, CASB has included a three-year retention period, because it is consistent with the retention schedule for personnel job records, as outlined in the Colorado School District Record Management Manual Schedule No. 15 - Personnel Records. However, districts may choose an alternate retention period as appropriate or as best meets the district's local needs and circumstances.

Accordingly, this policy applies to any electronic or physical media containing Federal Bureau of Investigation (FBI) or Colorado Bureau of Investigation (CBI) Criminal Justice Information while being stored, accessed, or physically moved from a secure location within the District. This policy also applies to any authorized person who accesses, stores, and/or transports electronic or physical media containing Criminal History Record Information.

Criminal Justice Information (CJI) and Criminal History Record Information (CHRI) DEFINITIONS

Criminal Justice Information (CJI) refers to all of the FBI Criminal Justice Information Services (CJIS) provided data necessary for law enforcement and civil agencies to perform their missions including, but not limited to biometric, identity history, biographic, property, and case/incident history data.

Criminal History Record Information (CHRI) means information collected by criminal justice agencies on individuals consisting of identifiable descriptions and notations of arrests, detentions, indictments, information, or other formal criminal charges, and any disposition arising therefrom, including acquittal, sentencing, correctional supervision, and release. The term does not include identification information such as fingerprint records if such information does not indicate the individual's involvement with the

criminal justice system. CHRI is a subset of CJI and for the purposes of this document is considered interchangeable. Due to its comparatively sensitive nature, additional controls are required for the access, use, and dissemination of CHRI.

~~Proper access, use, and dissemination of CHRI~~PROPER ACCESS, USE, AND DISSEMINATION OF CHRI

CHRI must only be used for an authorized purpose consistent with the purpose for which it was accessed or requested and cannot be disseminated outside the receiving departments, related agencies, or other authorized entities. Dissemination to another agency is authorized if (1a) the other agency is an Authorized Recipient of such information and is being serviced by the accessing agency, or (2b) the other agency is performing noncriminal justice administrative functions on behalf of the authorized recipient and the outsourcing of said functions has been approved by Colorado Bureau of Investigation (CBI) officials with applicable agreements in place.

~~Personnel security screening~~PERSONNEL SECURITY SCREENING

Access to CJI and/or CHRI is restricted to Aauthorized Ppersonnel. Authorized Ppersonnel ~~is~~are defined as ~~an~~ individuals, or a group of individuals, who have completed security awareness training and have been granted access to CJI data.

~~Security awareness training~~SECURITY AWARENESS TRAINING

~~Provide security and privacy literacy training to system users (including managers, senior executives, and contractors): as part of initial training for new users prior to accessing CJI and annually thereafter; and when required by system changes or within 30 days of any security event for individuals involved in the event. Basic security awareness training is required within six months of initial assignment, and biennially thereafter, for all personnel with access to said confidential information.~~

Physical security

PHYSICAL SECURITY

All CJI and CHRI information must be securely stored. The Ddistrict will maintain a current list of Aauthorized Ppersonnel. Authorized Ppersonnel will take necessary steps to prevent and protect the Ddistrict from physical, logical, and electronic breaches.

~~Media protection~~MEDIA PROTECTION

Controls must be in place to protect electronic and physical media containing CJI while at rest, stored, or actively being accessed. Electronic media includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card. Physical media includes printed documents and imagery that contain CJI.

NOTE: The following paragraphs contain optional language in brackets, choose the language that best applies to how your district stores and protects CJI; delete any language that does not apply.

The District must securely store [if your District actually stores electronically: ~~electronic and~~electronic and] physical media within physically secure locations. The District restricts access to [electronic and] physical media to authorized individuals. If physical and personnel restrictions are not feasible then the data must be encrypted. When no longer usable, information and related processing items must be properly disposed of to ensure confidentiality.

To protect CJI, District Personnel will: [choose only those options that apply

1. Securely store electronic and physical media within a physically secure or controlled area. A secured area includes a locked drawer, cabinet, or room.
2. Restrict access to electronic and physical media to authorized individuals.
3. Ensure that only authorized users remove printed form or digital media from the CJI.
4. Not use personally owned information system to access, process, store, or transmit CJI, unless the District has established and documented the specific terms and conditions for personally owned information system use.
5. Not utilize publicly accessible computers to access, process, store, or transmit CJI.
 - a. Publicly accessible computers include, but are not limited to, hotel business center computers, convention center computers, public library computers, public kiosk computers, etc.
6. Store all hard copy CJI printouts maintained by the District in a secure area accessible to only those employees whose job function require them to handle such documents.
7. Take appropriate action when in possession of CJI while not in a secure area: (1) CJI must not leave the employee's immediate control, (2) Precautions must be taken to obscure CJI from public view, such as by means of an opaque file folder or envelope for hard copy printouts.
For electronic devices like laptops, use session lock use and/or privacy screens. CJI will not be left in plain view. When CJI is electronically transmitted outside the boundary of the physically secure location, the data will be immediately protected using encryption.
 - a. When CJI is at rest (i.e. stored electronically) outside the boundary of the physically secure location, the data must be protected using encryption. Storage devices include external hard drives from computers, printers, and copiers used with CJI. In addition, storage devices include thumb drives, flash drives, back-up tapes, mobile devices, laptops, etc.
 - b. When encryption is employed, the cryptographic module used must be certified to meet FIPS 140-2 standards.
8. Lock or log off computer when not in immediate vicinity of work area to protect CJI. Not all District Personnel have same CJI access permissions and need to keep CJI protected on a need-to-know basis.

Commented [HD1]: This needs to be put in a box

9. Establish appropriate administrative, technical, and physical safeguards to ensure the security and confidentiality of CJI.]

Media sanitization and disposal**MEDIA SANITATION AND DISPOSAL**

When no longer usable, hard drives, diskettes, tape cartridges, CDs, ribbons, hard copies, print-outssprintouts, and other similar items used to process, store, and/or transmit FBI or CBI CJI must be properly disposed of in accordance with measures established by the District.

Physical media (print-outssprintouts and other physical media) must be disposed of by one of the following methods:

1. Shredding using District-issued shredders; or
2. Placed in locked shredding bins for a private contractor to come on-site and shred, witnessed by District Personnel throughout the entire process.

Electronic media (hard-drives, tape cartridge, CDs, printer ribbons, flash drives, printer and copier hard-drives, etc.) must be disposed of by one of the following methods:

1. Overwriting (at least 3 times) - an effective method of clearing data from magnetic media. As the name implies, overwriting uses a program to write (1s, 0s, or a combination of both) onto the location of the media where the file to be sanitized is located.
2. Degaussing - a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degausses. Note that common magnets (e.g., those used to hang a picture on a wall) are fairly weak and cannot effectively degauss magnetic media.
3. Destruction – a method of destroying magnetic media. As the name implies, destruction of magnetic media is to physically dismantle by methods of crushing, disassembling, etc., ensuring that the platters have been physically destroyed so that no data can be pulled.

IT systems that have been used to process, store, or transmit FBI or CBI CJI and/or sensitive and classified information must not be released from the District's control until the equipment has been sanitized and all stored information has been cleared using one of the above methods.

Account management**ACCOUNT MANAGEMENT**

The District must manage information system accounts, including establishing, activating, modifying, reviewing, disabling, and removing accounts. The District must validate information systems accounts at least annually and must document the validation process.

All accounts must be reviewed at least annually by the designated CJIS Point of Contact or their designee to ensure that access and account privileges commensurate with job functions, need-to-know, and employment status on systems that contain CJI. The CJIS Point of Contact may also conduct periodic reviews.

Reporting information security events**REPORTING INFORMATION SECURITY EVENTS**

The District must promptly report incident information to appropriate authorities to include the CBI's Information Security Officer (ISO). Information security events and weaknesses associated with information systems must be communicated in a manner allowing timely corrective action to be taken. Formal event reporting and escalation procedures must be in place. Wherever feasible, the District must employ automated mechanisms to assist in the reporting of security incidents.

All employees, contractors, and ~~third party~~third-party users must be made aware of the procedures for reporting the different types of ~~event~~events and weakness that might have an impact on the security of District assets and are required to report any information security events and weaknesses as quickly as possible to the designated Point of Contact.

Policy violation/misuse notification**POLICY VIOLATION AND MISUSE NOTIFICATION**

Violation of this policy or misuse of CHRI by any District Personnel can result in significant disciplinary action, up to and including loss of access privileges, civil and criminal prosecution, and/or termination.

Likewise, violation of this policy or misuse of CHRI by any visitor can result in similar disciplinary action against the sponsoring employee, and can also result in termination of services with any associated consulting organization or prosecution in the case of criminal activity.

In the event of a violation of this policy by District Personnel or any visitor, notification to the Colorado Bureau of Investigation is required.

(Adoption date)

LEGAL REFERENCES:

P.L. 92-544 (*authorizes the FBI to exchange CHRI with officials of state and local governmental agencies for licensing and employment purposes*)
28 C.F.R. 20.33 (b) (*limited dissemination of criminal history record information*)
28 C.F.R. 50.12 (b) (*notification requirements regarding fingerprints*)
C.R.S. [22-2-119.3](#) (6)(d) (*name-based judicial history record check –definition*)
C.R.S. [22-32-109.8](#) (*non-licensed personnel – submittal of fingerprints and name-based judicial history record check*)

C.R.S. [22-32-109.9](#) (*licensed personnel – submittal of fingerprints and name-based judicial history record check*)

C.R.S. [24-72-302](#) (*definition of criminal justice information*)

CROSS REFERENCES:

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

[GCE/GCF](#), Professional Staff Recruiting/Hiring

[GDE/GDF](#), Support Staff Recruiting/Hiring

[Revised ~~February 2024~~ July 2026]

COLORADO SAMPLE POLICY 2020©

File: GBEB –Staff Conduct

NOTE: Colorado school districts are required by law to adopt a policy that requires screening of new and current employees for criminal activities. The screening provisions have been included in this sample policy. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Staff Conduct (aAnd Responsibilities)

All Staff Members have a responsibility to make themselves familiar with and abide by federal and state laws, ~~as these affect their work,~~ and the policies and regulations of the District.

As representatives of the District and role models for students, all staff must demonstrate and uphold high professional, ethical, and moral standards. Staff Members must conduct themselves in a manner that is consistent with the educational mission of the District and must maintain professional boundaries with students at all times in accordance with this policy's accompanying regulation. Interactions between Staff Members must be based on mutual respect and any disputes will be resolved in a professional manner.

Rules of conductRULES OF CONDUCT

Each Staff Member must observe rules of conduct established in law which specify that a School Employee must not:

1. – Disclose or use confidential information acquired in the course of employment to further substantially the District Employee'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 Staff Member's duties, or which the Staff Member knows or should know is primarily for the purpose of a reward for action taken.
- 3.- –Engage in a substantial financial transaction for private business purposes with a person whom the Staff Member supervises.
4. –Perform an action which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the Staff Member has a substantial financial interest or is engaged as counsel, consultant, representative, or agent.

All Staff Members are expected to carry out their assigned responsibilities with conscientious concern.

It is not considered a breach of conduct for a ~~S~~staff ~~M~~member to:

1. —Use school facilities and equipment to communicate or correspond with constituents, family members, or business associates on an occasional basis.
2. —Accept or receive a benefit as an indirect consequence of transacting ~~S~~school ~~D~~istrict business.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities which are required of all ~~D~~istrict ~~P~~ersonnel:

1. —Faithfulness and promptness in attendance at work.
2. —Support and enforcement of policies of the Board and regulations of the school administration in regard to students.
3. —Diligence in submitting required reports promptly at the times specified.
4. —Care and protection of school property.
5. —Concern and attention toward the safety and welfare of students.

Child abuseCHILD ABUSE

All ~~D~~istrict ~~E~~mployees who have reasonable cause to know or suspect that any child is subjected to abuse, neglect, or unlawful sexual contact, or who has observed any child being subjected to conditions which would reasonably result in abuse or neglect, as defined by state law, must make a report in accordance with Board policy JLF and JLF-R. ~~or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with Board policy and state law.~~

Commented [HD1]: Link to both of these

The ~~S~~uperintendent is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetrator is a ~~S~~school ~~D~~istrict ~~E~~mployee. Such information must remain confidential except that the ~~S~~uperintendent must notify the Colorado Department of Education of the child abuse investigation.

Possession of deadly weaponsPOSSESSION OF DEADLY WEAPONS

The Board's policy regarding public possession of deadly weapons on ~~S~~school ~~P~~roperty or in ~~S~~school ~~B~~uildings applies to ~~D~~istrict ~~E~~mployees. However, the restrictions do not apply to ~~D~~istrict ~~E~~mployees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

Felony/misdemeanor convictionsFELONY AND MISDEMEANOR CONVICTIONS

If, subsequent to beginning employment with the District, the District has good cause to believe that any Staff Member has been convicted of, pled *nolo contendere* to, or received a deferred or suspended sentence for any felony or misdemeanor other than a misdemeanor traffic offense or infraction, the District must make inquiries to the Department of Education for purposes of screening the Employee.

In addition, the District must require the Employee to submit a complete set of fingerprints taken by a qualified law enforcement agency, an authorized District or BOCES Employee, or any third party approved by the Colorado Bureau of Investigation. Fingerprints must be submitted within 20 days after receipt of written notification. The fingerprints must be forwarded to the Colorado Bureau of Investigation for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation. When the results of the fingerprint-based criminal history record check reveal a record of arrest without a disposition, the District must require the Employee to submit to a name-based criminal history record check. Criminal history record information must be used solely for the purpose requested and cannot be disseminated outside the receiving departments, related agencies, or other authorized entities.

Disciplinary action, which could include dismissal from employment, may be taken against Personnel if the results of fingerprint processing and/or name-based criminal history record check provide relevant information. Non-licensed Employees must be terminated if the results of the fingerprint-based or name-based criminal history record check disclose a conviction for certain felonies, as provided in law.

Employees must not be charged fees for processing fingerprints under these circumstances.

Unlawful behavior involving childrenUNLAWFUL BEHAVIOR INVOLVING CHILDREN

The District may make an inquiry with the Department of Education concerning whether any current Employee of the School District has been convicted of, pled *nolo contendere* to, or received a deferred or suspended sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior, an allegation of a sexual act involving a student who is eighteen years of age or older, regardless of whether the student consented to the sexual act, or unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the Employee's fitness for employment.

NOTE: The following paragraph is optional and requires employees to notify the district when they are arrested for specific crimes, in accordance with this policy's accompanying regulation. CASB believes requiring employee notification of arrests reflects "best practices," as it assists the district in becoming aware of potential criminal charges against a district employee that may necessitate employee disciplinary action and parent notification. See, C.R.S. [22-1-130](#).

Notification concerning arrestsNOTIFICATION CONCERNING ARRESTS

District **E**mployees must notify the **D**istrict when they are arrested for specific criminal offenses, in accordance with this policy's accompanying regulation.

The **D**istrict must notify students' parents/guardians when **D**istrict **E**mployees are charged with specific criminal offenses, as required by state law and in accordance with applicable Board policy.

Personnel addressing health care treatment for behavior issuesPERSONNEL ADDRESSING HEALTH CARE TREATMENT FOR BEHAVIOR ISSUES

School **P**ersonnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used and obtaining prior written permission from the student or from the student's parent/guardian. See the Board's policy concerning survey, assessment, analysis, or evaluation of students. School **P**ersonnel are encouraged to discuss concerns about a student's behavior with the parent/**guardian/guardian**, and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns.

(Adoption date)

LEGAL REFERENCES:

28 C.F.R. 50.12 (b) *(notification requirements regarding fingerprints)*
C.R.S. [18-12-105.5](#) *(unlawful carrying/possession of weapons on school grounds)*
C.R.S. [18-12-214](#) (3)(b) *(school security officers may carry concealed handgun pursuant to valid permit)*
C.R.S. [19-3-308](#) (5.7) *(child abuse reporting)*
C.R.S. [22-1-130](#) *(parent notification of employee criminal charges)*
C.R.S. [22-2-119.3](#) (6)(d) *(name-based criminal history record check – definition)*
C.R.S. [22-32-109](#) (1)(ee) *(duty to adopt policy prohibiting personnel from recommending certain drugs for students or ordering behavior tests without parent permission)*
C.R.S. [22-32-109](#) (1)(pp) *(annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)*
C.R.S. [22-32-109.1](#) (8) *(policy requiring inquiries upon good cause to department of education for purpose of ongoing screening of employees)*
C.R.S. [22-32-109.7](#) *(duty to make inquiries prior to hiring)*
C.R.S. [22-32-109.8](#) *(non-licensed personnel – submittal of fingerprints and name-based criminal history record check)*
C.R.S. [22-32-109.8](#) (6)(a) *(requirement to terminate non-licensed employees for certain felony offenses)*
C.R.S. [22-32-109.9](#) *(licensed personnel – submittal of fingerprints and name-based criminal history record check)*

C.R.S. [22-32-110](#) (1)(k) (power to adopt conduct rules)
C.R.S. [24-18-104](#) (government employee rules of conduct)
C.R.S. [24-18-109](#) (local government employee rules of conduct)
C.R.S. [24-18-110](#) (voluntary disclosure)

CROSS REFERENCES:

[JLC](#), Student Health Services and Records
[JLDAC](#), Screening/Testing of Students [\(aAnd Treatment of Mental Disorders\)](#)
[JLF](#), Reporting Child Abuse/Child Protection
[KDBA*](#), Parent Notification of Employee Criminal Charges
[KFA](#), Public Conduct on District Property

NOTE 1: State law defines "economic benefit tantamount to a gift of substantial value" to include: 1. A loan at a rate of interest substantially lower than the prevailing commercial rate; 2. Compensation received for private services rendered at a rate substantially exceeding the fair market value; and 3. Goods or services for the district employee's personal benefit offered by a person who is at the same time providing goods or services to the district under a contract or other means by which the person receives payment or other compensation from the district. C.R.S. [24-18-104](#) (2). However, state law permits a district employee to receive such goods or services if the "totality of the circumstances" indicates the transaction is legitimate, the terms are fair to both parties, the transaction is supported by full and adequate consideration, and the employee does not receive any substantial benefit resulting from the employee's status that is unavailable to members of the public generally. C.R.S. [24-18-104](#) (2)(b).

NOTE 2: State law lists the type of items that are not considered "gifts of substantial value or substantial economic benefit tantamount to a gift of substantial value" and are therefore permissible for a district employee to receive. See, C.R.S. [24-18-104](#) (3). Such items include campaign contributions or contributions in kind that are reported in accordance with the Fair Campaign Practices Act; an unsolicited item of trivial value (i.e. currently less than \$75), "such as a pen, calendar, plant, book, notepad or similar item;" and an unsolicited token or award of appreciation in the form of a plaque, trophy, desk item, wall memento or similar item. Id.; see also, Colo. Const. Art. XXIX, Section 3.

NOTE 3: The amount of the gift limit (\$75) is identical to the gift limit under section 3 of Article XXIX of the state constitution. This amount is adjusted for inflation contemporaneously with any adjustment to the constitutional gift limit. C.R.S. [24-6-203](#) (8). The state constitution requires an adjustment for inflation every four years. The next adjustment must occur in the first quarter of 2027. Colo. Const. Art. XXIX, Section 3 (6).

NOTE 4: Federal law requires school districts to notify employees fingerprinted pursuant to this policy that the fingerprints will be used to check the criminal history records of the Federal Bureau of Investigation (FBI). Districts must also notify fingerprinted employees about the opportunity to challenge the accuracy of the information contained in the FBI identification record and the procedure to obtain a change, correction, or update of an FBI identification record. 28 C.F.R. 50.12(b). Districts must retain documentation that this notification was provided.

NOTE 5: State law requires school districts to annually distribute to employees "informational materials related to federal student loan repayment and student loan forgiveness programs, including updated materials received from the department of

education." C.R.S. [22-32-109](#) (1)(pp). Distribution to employees may be made via email "or as part of a mailing or regular communication to employees" Id.

[Revised July ~~2023~~2026]

COLORADO SAMPLE POLICY 1994©

File: JLF --Reporting Child Abuse/Child Protection

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

Reporting Child Abuse and Child Protection

It is the policy of the Board of Education that this Sschool District comply with the Child Protection Act.

To that end, any Sschool Official or Employee who has reasonable cause to know or suspect that any child has been subjected to abuse, ~~or~~ neglect, unlawful sexual contact, or who has observed ~~the any~~ child being subjected to ~~circumstances or~~ conditions which would reasonably result in abuse or neglect, as defined by ~~statute~~ state law, ~~shall immediately upon receiving such information must~~ report or cause a report to be made to the appropriate county department of social services or local law enforcement agency in accordance with the accompanying regulation to this policy (JLF-R). Failure to report promptly may result in civil and/or criminal liability. A person who reports child abuse or neglect in good faith is immune from civil or criminal liability.

Commented [HD1]: Needs link

Reports of child abuse or neglect, the name and address of the child, family, ~~or~~ informant, or any other identifying information in the report ~~shall be~~ are considered confidential and ~~shall be~~ are not ~~be~~ public information.

The Board ~~shall~~ must provide periodic ~~inservice~~ in-service programs for all teachers in order to provide them with information about the Child Protection Act, to assist them in recognizing and reporting instances of child abuse, and to instruct them on how to assist victims and their families.

School Employees and Officials ~~shall~~ will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the Sschool Official or Employee to prove that the child has been abused or neglected.

The Superintendent ~~shall~~ will submit such procedures as are necessary to the Board for approval to accomplish the intent of this policy.

(Adoption date)

LEGAL REFERENCES:

C.R.S. [19-1-103](#)(1)(definition of child abuse or neglect)
C.R.S. [19-3-102](#) & 103 (definition of neglected or dependent child)
C.R.S. [19-3-304](#) (persons required to report abuse)

C.R.S. [19-3-307](#) (reporting procedures)
C.R.S. [19-3-309](#) (immunity from liability for persons reporting)
C.R.S. [22-32-109](#)(1)(z) (providing ~~inservice~~in-service for teachers)

CROSS REFERENCES:

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

[Revised July ~~2002~~2026]

COLORADO SAMPLE POLICY 1994

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

Reporting Child Abuse and Child Protection Procedures

1. Definition of abuse or neglect DEFINITIONS

Child ~~A~~abuse or ~~N~~neglect is defined in law as "an act or omission which seriously threatens the health or welfare of a child." Specifically, this refers to:

~~1.a.~~ Evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling or death and such condition or death which is not justifiably explained, or where the history given concerning such condition or death is at variance with the condition or the circumstances indicate that the condition may not be the product of an accidental occurrence;

~~2b.~~ Any case in which a child is subject to unlawful sexual behavior as defined in state law;

~~3c.~~ Any case in which a child is in need of services because the child's parents, legal guardians, or custodians fail to take the same actions to provide adequate food, clothing, shelter, medical care, or supervision that a prudent parent would take;

~~4d.~~ Any case in which a child is subjected to emotional abuse, which means an identifiable and substantial impairment of the child's intellectual or psychological functioning or development or a substantial risk or impairment of the child's intellectual or psychological functioning or development;

~~E5.~~ Any act or omission described as Nneglect in state law as follows:

i)a. A parent, guardian, or legal custodian has abandoned the child or has subjected him or her to mistreatment or abuse or allowed another to mistreat or abuse the child without taking lawful means to stop such mistreatment or abuse and prevent it from recurring;

ii)b. The child lacks proper parental care through the actions or omissions of the parent, guardian or legal custodian;

iii)c. The child's environment is injurious to his or her welfare;

iv)d. A parent, guardian, or legal custodian fails or refuses to provide the child with proper or necessary subsistence, education, medical care or any other care necessary for his or her health, guidance or well-being;

v)e. The child is homeless, without proper care or not domiciled with his or her parent, guardian₁ or legal custodian through no fault of such parent, guardian or legal custodian₁;

vi)f. The child has run away from home₁ or is otherwise beyond the control of his or her parent, guardian₁ or legal custodian₁;

vii)g. A parent, guardian₁ or legal custodian has subjected another child or children to an identifiable pattern of habitual abuse and the parent, guardian₁ or legal custodian has been the respondent in another proceeding in which a court has adjudicated another child to be neglected or dependent based upon allegations of sexual or physical abuse or has determined that such parent's, guardian's₁ or legal custodian's abuse or neglect caused the death of another child; and the pattern of habitual abuse and the type of abuse pose a current threat to the child.

2. Reporting requirementsREPORTING REQUIREMENTS

Any ~~District~~School ~~E~~mployee who has reasonable cause to know or suspect that any child is subjected to abuse, neglect, unlawful sexual contact, or who has observed any child being subjected ~~or to conditions that might result in abuse or neglect, as defined by state law,~~ must ~~immediately upon receiving such information~~ report or cause a report to be made as soon as reasonably possible, but no later than twenty-four hours after receiving the information. ~~such fact to the~~ The report should be made to the appropriate county department of social services, local law enforcement agency or through the statewide child abuse reporting hotline system. The ~~E~~mployee must follow any oral report with a written report sent to the appropriate agency. The obligation to report suspected abuse or neglect only applies to incidents of abuse or neglect that an individual learns about while acting in their official capacity.

No report of abuse or neglect will be made due to a family or child's race, ethnicity, socio-economic status, or disability status. Additionally, no report is required if the basis for the report arises from concerns due solely to any of the following criteria:

1. Socioeconomic status, which includes factors such as inadequate housing, furnishings, income, clothing; or
2. Disability.

In cases where the suspected or known perpetrator is a ~~S~~chool ~~E~~mployee, the report should be made to the law enforcement agency. *(Reports made to social services will be referred to law enforcement.)*

If a child is in immediate danger, the ~~E~~mployee should call 911. "Immediate" refers to abuse that occurs in the ~~E~~mployee's presence or has just occurred.

The ~~E~~mployee reporting suspected abuse/neglect to social services or law enforcement officials must inform the ~~S~~chool ~~P~~principal as soon as possible orally or with a written memo. The ultimate responsibility for seeing that the oral and written

reports are made to social services or law enforcement agencies lies with the Sschool Official or Employee who had the original concern.

NOTE: The Colorado Child Abuse and Neglect Hotline is 1-844-CO-4-kids or 1-844-264-5437. The main purpose of the hotline is to quickly route callers to the appropriate county. To ensure proper routing through the hotline, each county must have a dedicated line for child abuse and neglect reporting. Calls made directly to a county's dedicated line will also be routed through the hotline for data collection purposes.

~~3. Contents of the report~~ CONTENTS OF THE REPORT

The following information should be included to the extent possible in the initial report:

- ~~a.1.~~ Name, age, address, sex, and race of the child;
- ~~b.2.~~ Name and address of the child's parents, guardians, and/or persons with whom the student-child lives;
- ~~3.c.~~ Name and address of the person, if known, believed responsible for the suspected abuse or neglect;
- ~~d.4.~~ The nature and extent of the child's injury or condition as well as any evidence of previous instances of known or suspected abuse or neglect of the child or the child's siblings-all with dates as appropriate;
- ~~e.5.~~ The family composition, if known;
- ~~f.6.~~ Any action taken by the person making the report;
- ~~g.7.~~ Any other information that might be helpful in establishing the cause of the injuries or the condition observed.

It is helpful if the person reporting suspected abuse/neglect is prepared to give documentation. Thus, noting details of observations is important. It is permissible for the Sschool Official or Employee to conduct a preliminary non-investigative inquiry of any injury or injuries under the following circumstances:

- ~~1.a.~~ School Personnel may inquire of the child how an injury occurred. Leading and/or suggestive questions should be avoided. School Personnel may not contact the child's family or any other person suspected of causing the injury or abuse to determine the cause of the suspected abuse or neglect;
- ~~2b.~~ A Sschool Employee's reasonable cause to suspect that the child has been subjected to abuse or neglect may arise from a child's vague or inconsistent response to such an inquiry or from an explanation which does not fit the injury;
- ~~3c.~~ All efforts must be made to avoid duplicate or numerous interviews of the victim.

~~4. After filing reports~~ AFTER FILING A REPORT

After the report is made to the agency, District and School Staff ~~members~~ will cooperate with social services and law enforcement in the investigation of alleged abuse or neglect. The school will report any further incidents of abuse to the agency's representative.

As the case is being investigated, the school will provide supportive aid and counseling services for the child.

Once a report of child abuse is given to the agency, the responsibility for investigation and follow-up lies with the agency. It is not the responsibility of the School Staff to investigate the case. Therefore, the School Staff will not engage in the following activities:

1a. Make home visits for investigative purposes;~~;~~

2b. Take the child for medical treatment;~~;~~ *(This does not preclude taking action in an emergency situation.)*

3c. Convey messages between the agency and the parents/guardian.

Authorized School and District Personnel may make available to agency personnel assigned to investigate instances of child abuse the health or other records of a student for such investigative purposes.

~~5. Guidelines for consideration~~ GUIDELINES FOR CONSIDERATION

1.a. If any School Employee has questions about reasonable cause of child abuse and the need for making a report, the Employee may consult with _____ [title of appropriate school official] _____. If _____ is not available, a direct call to the county department of social services about concerns is advisable.

Note that consultation with another School Official or Employee will not absolve the School Official or Employee of the responsibility for reporting child abuse.

b2. In an emergency situation requiring retention of the child at the school building due to fear that if released, the child's health or welfare might be in danger, it should be observed that only law enforcement officials have the legal authority to hold a child at school. Otherwise, a court order must be obtained to legally withhold a child from his or her parent or guardian.

(Approval date)

LEGAL REFERENCE.:

C.R.S. [18-3-412.5](#) (1)(b) (definition of unlawful sexual behavior)

[Revised ~~March 2015~~ July 2026]



Special Policy Update

July 28, 2026

Restraint and Seclusion

In 2025, the Colorado legislature passed House Bill 25-1248 Protect Students from Restraint and Seclusion, which tasked the Colorado State Board of Education with updating the Rules Implementing the Protection of Students from Restraint and Seclusion Act. On April 8, 2026, the Colorado State Board of Education adopted changes to those rules. The bill included new or expanded substantive requirements that are covered in more detail in the rules. The most impactful changes, which are reflected in policy are (1) clarification that seclusion is a form of restraint and includes specific requirements concerning its use, (2) narrows the use of restraint in response to property destruction, (3) updates training requirements, (4) expands or changes notice, documentation, and reporting requirements, and (5) allows a third party to file a complaint concerning the use of restraint and seclusion. These changes are reflected in sample policies JKA Use of Physical Intervention and Restraint, JKA-R Use of Physical Intervention and Restraint Procedures, JKA-E-1 Use of Physical Intervention and Restraint Complaint Form, and JKA-E-2 Use of Physical Intervention and Restraint Complaint Procedure.

Policy JKA Use of Physical Intervention and Restraint, and the associated regulation JKA-R Use of Physical Intervention and Restraint Procedures both needed substantial rewrites in structure, language, and formatting. Because of the substantial changes we are providing districts with a clean version, rather than a complicated redline. However, the purpose and aims of policy JKA and JKA-R have not changed. Therefore, it is recommended to revise your existing version of JKA and JKA-R in full by replacing the old language with the new JKA and JKA-R language.

Other Resources:

[Protect Students from Restraint and Seclusion | General Assembly](#)

[CDE Overview of Changes to the Rules Implementing the Protection of Students from Restraint and Seclusion Act](#)

Federal Procurement

From time to time the federal government updates thresholds for federal procurement guidelines per the Uniform Grant Guidance. These thresholds apply to any purchases using federal funds and procurement procedures vary depending on the threshold—

these updated thresholds are reflected in sample policies DJB Federal Procurement and DJB-R Federal Procurement Procedures.

Immunization of Students

Colorado law requires students attending Colorado public kindergarten, elementary, or secondary schools through grade 12 to be vaccinated against certain diseases, unless an exemption is on file at the school. In 2025, the Colorado legislature passed House Bill 25-1027, which made changes to student immunization requirements. In December of 2025 the Colorado Board of Health revised the Colorado Code of Regulations to update the rules on Immunization of Students Attending Schools. The update changes the exemption process for Medical and Non-Medical Exemptions, it also changes the requirements around denial of attendance and updates recordkeeping and reporting by certain school facilities. These changes are reflected in sample policies JLCB Immunization of Students and JLCB-R Immunization of Students Procedures.

Other Resources:

[CDPHE Explanation of Key Changes](#)

[Update Disease Control Statutes | General Assembly](#)

[Colorado Department of Public Health and Environment Immunization Requirements](#)

Reporting Child Abuse

In 2025, the Colorado legislature passed House Bill 25-1188 Mandatory Reporter Task Force Recommendation. The most impactful change made to this policy is that mandatory reporters are now obligated to report child abuse within 24 hours of knowledge of abuse. The task force also made clear that reports are only required if the person was working in their professional capacity. These changes are reflected in sample policies GBEB Staff Conduct, JLF Reporting Child Abuse, and JLF-R Reporting Child Abuse Procedures.

Other Resources: [Mandatory Reporter Task Force Recommendations | General Assembly](#)

Criminal History Record Information

There are federal and state laws protecting a person's Criminal Justice Information and Criminal History Record Information from unnecessary, or inadvertent disclosure. While this information is useful while screening and hiring potential employees, particularly in the education space, these laws set parameters for the proper access, use, dissemination, protection, and disposal of this information. In October 2025, the Federal Bureau of Investigation (FBI) updated their policy recommendations to ensure all agencies who are accessing this sensitive information are doing so appropriately.

The updates to sample policy GBI Criminal History Record Information reflect the recommendations of the FBI, and Colorado Bureau of Investigation (CBI), which largely require more specificity around who can access the information, and any affirmative steps being taken to protect the information. Under the "Media Protection" section there are various pieces of optional language that districts need to thoughtfully choose. In particular, the policy should only include language about "electronic storage" if the district stores CJI or CHRI electronically. There are also nine options on how to securely

store physical media—districts should only include the options they implement within their district.

Other Resources: [Federal Bureau of Investigation | CJIS Security Policy Resource Center](#)

Code	Title	Description of Updates	Suggested Adoption Date	Required by Law	Core Policy	BOCES Policy
JKA	Use of Physical Intervention and Restraint	Revises Policy Substantially	As Soon as Practicable	Yes	Word	Word
JKA-R	Procedure for the Use of Physical Intervention and Restraint	Revises Policy Substantially	As Soon as Practicable	Yes	Word	Word
JKA-E-1	Student Restraint Incident Report Form	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
JKA-E-2	Complaint Procedures and Regulations	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
DJB*	Federal Procurement	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	Yes, if receiving federal funds	Word	Word
DJB-R*	Federal Procurement Procedures	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	Yes, if receiving federal funds	Word	Word
JLCB	Immunization of Students	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
JLCB-R	Immunization of Students	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
GBI*	Criminal History Record Information	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	Yes	Word	Word
GBEB	Staff Conduct (And Responsibilities)	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	Yes	Word	Word
JLF	Reporting Child Abuse and Child Protection	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
JLF-R	Reporting Child Abuse and Child Protection Procedures	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word

POLICY FILE CODE	POLICY TITLE	LEGALLY REQUIRED	Notes from Policy Specialist	Notes from District
DJB	Federal Procurement	Yes	See SPU write-up	No recommended change to deviate from CASB. Changes threshold for federal procurement guidelines
DJB-R	Federal Procurement Regulation	Yes	See SPU write-up	No recommended change to deviate from CASB. All changes are grammatical and stylistic. Including to just have part of an updated review
GBI	Criminal History Record Information	Yes	See SPU write-up	Still reviewing
GBEB	Staff Cconduct (And Responsibilities)	Yes	No write-up in SPU	No recommended change to deviate from CASB. Major change is inclusion of additional language inclusive of abuse "neglect, or unlawful sexual contact....". Remaining changes are stylistic and grammatical
JKA	Use of Physical Intervention and Restraint	Yes	See SPU write-up and additional items provided by Dr. Burmeister	No recommended change to deviate from CASB. Spent significant time researching this item. Aligns with new law written specifically to schools in 2025 in CRS 22-15.5-101. CASB recommends complete re-write. I have also included the redline from CASB for your reference.
JKA-R	Use of Physical Intervention and Restraint Regulation	Yes	See SPU write-up	No recommended change to deviate from CASB. Spells out specifics of the policy, all tied back directly to CRS 22-15.5-101.
JKA-E(1)	Use of Physical Intervention and Restraint Form for Incident Reporting	No	See SPU write-up	Replaces out of date CBOCES form. I confirmed with CBOCES, because they are our administrative unit for special education.
JKA-E(2)	Use of Physical Intervention and Restraint Form for Complaints	No	See SPU write-up	Replaces current out of date form.
JLCB	Immunization of Students	No	See SPU write-up	Recommend CASB changes with addition of the following under the second paragraph on page one: 1. "An up-to-date certificate of immunization" Changes timeframe to withhold from school if no documentation is received from 14 - days upon contact to 30 - days. Removes repetitive language from item stated on exemption
JLCB - R	Immunization of Students Regulation	No	See SPU write-up	No recommended change to deviate from CASB. Provides additional clarification to policy on use of exemption and grammatical/stylistic changes.
JLF	Reporting Child Abuse and Child Protection	No	See SPU write-up	No recommended change to deviate from CASB. Changes reporting time of suspected child abuse to within 24 hours
JLF-R	Reporting Child Abuse and Child Protection Regulation	No	See SPU write-up	Recommend CASB language as written with inclusion of stated Colorado Child Abuse and Neglect Hotline
Policies listed below are not currently included in CASB's Policy Manual				

Policy CBA: Qualifications and Duties of Superintendent (Job Description)

Status: ADOPTED

Original Adopted Date: 03/14/1988 | Last Revised Date: 03/19/2018 | Last Reviewed Date: 03/19/2018

Qualifications/Powers and Responsibilities of Superintendent
(Job Description)

TITLE: Superintendent of Schools

QUALIFICATIONS:

1. Master's degree or higher with a major in educational administration
2. Valid Colorado administrator license
3. Other qualifications and/or experience as the Board may set
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: Board of Education

SUPERVISES: Directly or indirectly all employees of the district

JOB GOAL: To provide leadership in developing and maintaining the best possible educational programs and services.

PERFORMANCE RESPONSIBILITIES:

The superintendent of schools shall be responsible for the general management of the schools of the district under the requirements of the state and the policies of the Board. The superintendent shall be responsible for guiding the development of the educational objectives and programs of the school district to fulfill the educational needs of all students. The superintendent shall provide overall direction to the activities of the school district and its personnel toward the accomplishment of district goals, administer the policies of the Board, conserve the school district's assets and resources, and maintain and enhance the school district's standing in all its internal and external relationships.

The management responsibilities of the superintendent shall extend to all activities of the district, to all phases of the educational program and to all parts of the physical plant.

1. Operations. The superintendent shall:

- a. Manage the work of all personnel in planning and program development and direct the activities of the school district. The superintendent may delegate these responsibilities together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results of any portion of the accountability.
- b. Manage the development of long- and short-range educational objectives for the improvement and growth of the school district and of educational activities in the school district.
- c. Manage the development of the overall educational process and administrative procedures and controls necessary to the implementation of educational programs for the achievement of the educational objectives of the school district, including the district's academic standards.
- d. Manage the regular and systematic evaluation, analysis and appraisal of the achievements of students and the performance of personnel in each of the educational programs or activities against stated objectives of the school district.
- e. Report to the Board the progress and status of the programs and activities of the school district.
- f. Inform the Board on all matters of major importance or significance to the activities, programs and progress of the school district.

2. Organization. The superintendent shall:

- a. Establish and maintain an administrative organization which provides for the effective management of all the essential functions of the school district.
- b. Recommend proposed revisions to the organization of the management structure including the establishment or elimination or a revision of administrative positions.

3. Personnel. The superintendent shall:

- a. Develop and recommend policies and programs for personnel recruitment, selection and employment; employee relations; employee benefits and services; employee safety; personnel evaluation, and salary administration for the school district.
- b. Ensure the maintenance of an adequate staff of properly trained administrative and supervisory personnel throughout the school district.
- c. Recommend to the Board the selection, employment, assignment, transfer and suspension of all personnel.
- d. Supervise assigned personnel and conduct periodic evaluations and appraisals of their performance.
- e. Recommend salary increases and salary adjustments for all personnel.
- f. Develop and recommend to the Board job classifications for all new positions.

4. Finances. The superintendent shall:

- a. Direct the development of the annual budget of the school district.
- b. Review and recommend programs and supporting data for funds to be included in the annual budget of the school district.
- c. Provide for the overall management of the school district's financial activities and take appropriate action to ensure that expenses are kept within the approved budgetary limits of the school district.
- d. Assist principals and directors in maintaining economy and efficiency in the operation of their administrative units.
- e. Maintain an active contact and familiarization with all local, state, federal and philanthropic programs which provide or could provide financial assistance to the district.

5. Relationships. The superintendent shall:

- a. Act as executive officer for the Board.
- b. Act as professional adviser to the Board.
- c. Attend meetings of the Board with the right to comment on all issues.
- d. Prepare the agenda for all educational matters for all meetings of the Board and deliver the agenda with pertinent information on each item well in advance of the meeting.
- e. Participate in the affairs of local, state and national professional organizations.
- f. Serve as a representative of the school system and the community at meetings on the local, state and national level.
- g. Maintain a cooperative working relationship between the schools and the community and community agencies.
- h. Establish and maintain such other relationships within and outside the school district as required to carry out his or her responsibility.

TERMS OF EMPLOYMENT: Refer to Policy CBD-E, Superintendent's Contract. Notification of nonrenewal shall be made as early in a contract year as possible but not later than March 31. Salary, fringe benefits and expense allowance to be set by the Board prior to June 30 of each year.

EVALUATION: Written evaluation by the Board of Education on a yearly basis. If services are deemed unsatisfactory by a majority of the Board, superintendent will be notified in writing of the unsatisfactory conditions and given sufficient opportunity to improve.

Adopted: March 14, 1988

Revised: March 19, 2018

Revised to conform with practice: date of manual adoption

LEGAL REF.: C.R.S. [22-9-106](#) (4) (qualifications to evaluate personnel)

Policy CBB: Recruitment of Superintendent

Status: ADOPTED

Original Adopted Date: 10/21/2001 | Last Revised Date: 09/13/2021 | Last Reviewed Date: 09/13/2021

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

Recruitment of Superintendent

The appointment of a superintendent is a function of the Board. The Board will take steps to find the person it believes can most effectively translate into action the policies of the Board and the aspirations of the community and the professional staff.

The Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may employ a consultant to assist in the selection. It may also, at its discretion, determine that an external search is not necessary due to a qualified internal candidate. Final selection rests with the Board after a thorough consideration of qualified applicants.

A vote of the majority of Board members present at a Board meeting for which due notice has been given of the intended action is required for the appointment of the superintendent.

Search process

When the Board conducts a search for the position, the writing or revising of the job description, requirements for applicants, selection procedures, and applicable deadlines must be at a public meeting.

Records submitted to the district by an applicant for a superintendent position must remain confidential until the applicant becomes a finalist for the position. Demographic data, meaning information on an applicant's race and gender that has been legally requested and voluntarily provided on the applicant's application and does not include the applicant's name or other information, of an applicant who was interviewed by the Board but not named as a finalist will be available for public inspection upon request.

A list of the finalist(s) being considered for the position must be made public by the Board at least 14 days prior to appointing a finalist to fill the position. No offer of appointment may be made prior to this public notice.

When an applicant becomes a finalist, all records submitted by the applicant will be available for public inspection except that letters of reference or medical, psychological, and sociological data must remain confidential.

Adopted: October 21, 2001

Revised: June 2001

September 13, 2021

LEGAL REFS.: C.R.S. 22-32-110 (1)(g) (power to employ a CEO)
C.R.S. 22-44-115 (4) (administrative contracts)
C.R.S. 24-6-402 (2)(d)(IV) (outcome of a secret ballot vote must be recorded contemporaneously in the minutes)
C.R.S. 24-6-402 (3.5) (search committee duties)
C.R.S. 24-72-204 (3)(a)(XI)(A) (inspection of public records)
C.R.S. 24-72-204 (3)(a)(XI)(D) (inspection of non-finalist applicant demographic data)

NOTE: Colorado's Open Meetings Law permits local boards of education to select the membership of any superintendent search committee by secret ballot. C.R.S. 24-6-402(2)(d)(IV). If the selection of the search committee is by secret ballot, the outcome of the vote must be recorded contemporaneously in the minutes. Id.

Policy CBC: Superintendent's Contract

Status: ADOPTED

Original Adopted Date: 07/16/1990 | Last Revised Date: 09/17/1990 | Last Reviewed Date: 03/19/2018

Superintendent Contract

The superintendency is becoming more demanding as the superintendent's responsibilities become more complex. The Board realizes that it is therefore increasingly important to attract able persons to the superintendency by making the regards of the position commensurate with its challenges. The Board further realizes that it is increasingly important to free the superintendent from the pressures of groups in the community by insuring his security from the threat of sudden and unjustified dismissal.

The Board, upon the selection of a candidate or upon reappointment of the incumbent superintendent, shall endeavor to secure the dignity of position and the freedom of leadership appropriate to the responsibilities of the superintendent through an explicit contractual agreement. Such contract shall meet the requirements of state law, should be reviewed by the District's attorney, and shall protect the rights of both the Board and the superintendent.

Adopted: July 16, 1990

Revised: September 17, 1990

LEGAL REFS.:

Constitution of Colorado, Article X, Section 20 (4)(b)

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

C.R.S. 22-32-110(1)(g) (power to employ a CEO)

C.R.S. 22-44-115(4) (administrative contracts)

C.R.S. 22-63-202 (2) (inspection of public records)

CROSS REF.: GCOE*, Evaluation of Evaluators

PLATTE VALLEY SCHOOL DISTRICT RE-7, KERSEY, COLORADO

Exhibit CBD-E(1): Superintendent's Contract

Status: ADOPTED

Original Adopted Date: 01/31/2018

See PDF on the next page.

Update or remove? Superintendent Contract

This Contract is signed and entered into with an effective date of _____, Contract by and between Weld County School District No. Re-7, hereinafter referred to as "District," and _____, hereinafter referred to as "Superintendent."

WHEREAS, the District and the Superintendent believe that a written agreement is necessary to describe their relationship and to serve as the basis of effective communication between them in the fulfillment of their governance and administration of the educational and operational programs of the District; and

WHEREAS, the parties have a previous contract of August 1999, which this Contract is intended to supersede and replace.

NOW, THEREFORE, the District and the Superintendent, in consideration of the premises and the covenants herein specified, agree as follows:

1. CONSTRUCTION.

The parties intend that this Contract supersede and replace the terms of the August 1999 contract, and that the August 1999 contract be of no further force or effect.

2. TERM.

A. Length. The District hereby employs and the Superintendent hereby accepts employment as Superintendent of Schools for a term commencing on _____ and ending _____. This Contract shall be deemed to be renewed for one additional year following its initial term if written notification to the contrary is not given by the Board of Directors to the Superintendent on or before March 31 of any given year; provided, however, such renewal shall not occur if the Superintendent fails to place the matter on an agenda for action by the Board of Directors on or before the regular March meeting.

B. Appropriations. The Board and the Superintendent intend that this Contract comply with Colorado law and, in particular, with the provisions of Article X, Section 20 of the Constitution of the State of Colorado. To the extent this Contract constitutes a multiple-fiscal year financial obligation of the District, therefore, the Board agrees that it has irrevocably pledged present cash reserves in an amount that is adequate to pay any obligations under this Contract in future fiscal years, and that it will pledge any additional amounts as may be required in the event the Contract is extended under that paragraph.

3. CERTIFICATION. At all times during the term of this Contract, the Superintendent shall hold a Colorado certificate or license appropriate for superintendent of schools. If at any time the Superintendent fails to meet this requirement, this Contract, without further action by either of the parties, shall thereupon be automatically terminated.

4. PROFESSIONAL RESPONSIBILITIES OF SUPERINTENDENT. The Superintendent shall perform the usual and necessary duties and tasks of the chief executive officer of a school district, subject to the direction and control of the Board of Education of the

District. Without limiting the generality of the preceding, such duties and tasks shall include the following matters:

A. Duties. Superintendent shall have charge of the administration of the schools under the direction of the Board of Education and shall administer the District according to Board policy and the requirements, directives, regulations and guidelines of the Board of Education. The Superintendent shall comply with the requirements and directions of the Board of Education even though such may not have been formally adopted by the Board of Education. He shall be the chief executive officer of the District; shall assign and direct teachers and other employees of the District under his supervision; shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the District subject to the approval of the Board; shall timely suggest regulations, rules and procedures deemed necessary for best operations of the District; and shall, in general, perform all duties incident to the office of superintendent of schools and such other duties as may be prescribed by the Board.

B. Services. This Contract is intended by the parties to be a full-time Contract and the Superintendent shall devote his attention to the functions of Superintendent at all times during the term of this Contract. It is not contemplated that the Superintendent will ordinarily perform services on weekends or legal holidays. However, it is intended that the Superintendent shall remain available on such days to meet the responsibilities of superintendent of schools on such occasions as are necessary.

C. Relationship to Board. The Board of Directors shall promptly refer all criticisms, complaints, and suggestions called to its attention to the Superintendent for study and recommendation unless the Board determines that the welfare of the District, its students or its staff requires action inconsistent with this provision. The Superintendent shall have the obligation, unless excused, to attend all board meetings and District created citizen committee meetings, serve as an ex-officio member of all board committees, and provide administrative recommendations on each item of business considered by each of these groups. The Board shall have the option to meet without the Superintendent present.

D. Outside Activities. The Superintendent shall devote time, attention and energy to the business of the District, and the Board of directors will be notified of meetings outside the district that require more than three days participation by the Superintendent.

E. Incorporation of Laws. Notwithstanding and not as modification of any other specification or reference herein, the Superintendent shall comply with all applicable laws of the federal and state governments and all duly adopted current policies, rules and regulations of the District as are in effect or become in effect during the term of this Contract; and the District specifically reserves the right to change such policies, rules and regulations at any time without prior notice. However, it is the understanding that the Superintendent will not be evaluated negatively for upholding a current policy that is subsequently changed by the Board of Directors.

5. SALARY. The District shall pay the Superintendent for his services salary at a rate based on an annual amount of \$_____, to be paid in equal monthly installments commencing on July 1, 2008, and continuing on the 20th day of each month thereafter

during which this Contract continues. This salary may be increased from time to time by written addendum to this Contract signed by each of the parties hereto. Deductions authorized by law or Board policy may be made by the District from the monthly installments of the salary due to the Superintendent.

A. The board further agrees that an amount equal to the District's reimbursement of the Superintendent's personal contribution to the State Retirement Program, Public Employees Retirement Association (PERA), as provided herein, shall be added to the base salary of the Superintendent. This reimbursement is at the rate of 8% of the base salary. It is the intent of the parties that this amount shall be included in the base salary for the purposes of determining "salary" under C.R.S. 24-51-101(42) and the "Highest Average Salary" used to calculate PERA retirement benefits.

B. It is acknowledged that the PERA statute and rules are complex and subject to interpretation, and that there is no guarantee that PERA will not take a position in conflict with the parties' intentions and understandings as set forth in subsection 5.A. above, and also subsection 7.G. below. The Superintendent shall not have any claim or cause of action against the District arising from or related to any reduction or termination of PERA benefits compared to the Superintendent's expectations based upon the said subsections 5.A. and 7.G.

6. LIVING IN SCHOOL DISTRICT. The Superintendent shall live within the boundaries of the District.
7. FRINGE BENEFITS. The Superintendent shall be entitled to vacation and benefits as follows:

A. The Superintendent shall receive 20 days of vacation annually, exclusive of regular school holidays and Saturdays and Sundays. Unused vacation may be accumulated to 10 days. The Superintendent may also turn in up to two weeks for reimbursement at the current per diem rate, similar to the policy for 12 month employees. Vacation leave is accrued proportionately to the time of service in any given year but the entire yearly allowance may be utilized at any time during the year, subject to reimbursement to the District if leave is taken in excess of the proportion finally accrued. Vacation shall be taken at such times as agreed upon by the Board of Directors of the District and the Superintendent; provided, however, that the Board of Directors shall not unreasonably withhold such agreement. Unused vacation leave will be reimbursed upon the termination or conclusion of this Contract.

B. The Superintendent shall receive 12 days of sick leave annually. Unused sick leave may be accumulated up to 75 days. After 10 years of service to the District and upon termination of employment, 1/3 of the unused sick leave accumulated, up to a maximum of 25 days, shall be compensated at the rate of \$20.00/day. Sick leave is accrued proportionately to the time of service in any given year, but the entire yearly allowance may be utilized at any time during the year, subject to reimbursement to the District if leave is taken in excess of the proportion finally accrued. Absences for illness in excess of four consecutive days may require a doctor's verification.

C. The District shall reimburse the Superintendent for reasonable expenses necessarily incurred by the Superintendent in carrying out his duties hereunder, subject to submission of paid receipts.

D. The District shall encourage the Superintendent to schedule in advance the use of a fleet vehicle whenever possible for school business. If a fleet vehicle is not available then the Superintendent will be reimbursed mileage at the District established rate for miles traveled in his personal vehicle.

E. The Superintendent shall be provided the administrative fringe dollars, currently \$1260/month, which shall be used by the Superintendent to purchase health, dental, vision and life insurance coverage under the policies carried or sponsored by the District. This amount will agree with the current administrator fringe amount that is adjusted each year by the board in June.

F. The District shall pay dues to CASE and AASA on behalf of the superintendent.

G. The District shall reimburse the Superintendent with each payroll check for his personal contribution to the state retirement program, PERA, under his salary agreement, in accordance with subsection 5.A. above, and subject to the provisions of 5.B.

H. The parties agree as follows concerning life insurance and a tax-sheltered annuity (TSA):

i. District shall pay the monthly premium in the amount of \$129.00 for the Superintendent's existing life insurance policy which has a death benefit of \$250,000.00. However, the parties agree that, if the Superintendent is accepted for a new policy with a death benefit of \$1,000,000.00, the Superintendent may at his request reopen negotiations with the Board regarding life insurance premium payments under this subsection 7.H.

ii. Provided that the life insurance premium payment remains at \$129.00, the District agrees to provide for the Superintendent an annual "fixed" benefit of fill in amount (\$x,xxx) to be placed in a District sponsored TSA with (name of company). However, if the life insurance premium is increased pursuant to renegotiation in accordance with sub-subsection 7.H.i. above, the Board shall have the right to reopen negotiations on the TSA contribution.

iii. Any changes to any contribution for life insurance or TSA shall be set forth in writing, signed by the parties, and attached hereto as an amendment to this Contract.

8. PROFESSIONAL LIABILITY.

A. Hold Harmless. The District agrees that, to the extent it can legally do so, it shall defend, hold harmless and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings at law or in equity (specifically excluding,

however, any demand, claims, suits, actions, or legal proceedings brought against the Superintendent by or on behalf of the District, and any criminal proceedings brought against the Superintendent), in his individual capacity or in his official capacity as agent and employee of the District, provided the incident giving rise to the claim arose while the Superintendent was acting in good faith and within the scope of his employment and not willfully or wantonly.

B. Provision of a Defense. The obligations of the District pursuant to this Section 8 shall be conditioned on (a) prompt notification to the District by the Superintendent of any threatened or reasonably contemplated claim; (b) full cooperation by the Superintendent with the District and legal counsel in defending the claim; and (c) the Superintendent not compromising, settling, negotiating or otherwise similarly dealing with the claim without the express consent of the Board of Education of the District.

C. Reimbursement. In the event the District has provided a defense pursuant to this Section 8, and a court or other decision making body having jurisdiction over the matter determines that the act or omission of the Superintendent did not occur during the performance of his duties hereunder and within the scope of his employment or that the act or omission was willful or wanton or not in good faith, the Superintendent shall reimburse the District for all costs of such defense and indemnity incurred by the District.

D. No Individual Liability. In no event shall individual Board members be individually or collectively liable or responsible to the Superintendent for defending or indemnifying the Superintendent against such demands, claims, suits, actions, and legal proceedings.

9. GOALS AND OBJECTIVES. On or prior to April 30 of each year during the term of this Contract, the Board and the Superintendent shall meet to establish and agree upon reasonable Superintendent goals and objectives for the school year. Said goals and objectives shall be reduced to writing and be among the criteria by which the Superintendent is evaluated as herein provided.

10. EVALUATION. The Board shall evaluate and assess in writing the performance of the Superintendent during the term of this Contract pursuant to the District evaluation procedures and state law.

Nothing in this evaluation section or its implementation shall be deemed to create or to be a prerequisite to or condition of dismissal, termination or other personnel actions as otherwise provided herein.

11. TERMINATION OF EMPLOYMENT CONTRACT. This Contract may be terminated by:

A. Mutual Agreement. This Contract may be terminated by mutual agreement of the parties.

B. Disability of Superintendent. The District may terminate this Contract by written notice to the Superintendent at any time after the Superintendent has exhausted any accumulated sick leave and such other leave as may be available and has been absent

without pay from his employment for whatever cause for an additional continuous period of sixty (60) days. All obligations of the District shall cease upon such termination.

If a question exists concerning the capacity of the Superintendent to return to his duties, the District may require the Superintendent to submit to a medical examination to be performed by a medical doctor. The District and the Superintendent shall mutually agree upon the physician who shall conduct the examination. If the parties are unable to mutually agree upon a physician, a physician shall be designated by the Board president. The examination shall be done at the expense of the District. The physician shall limit his or her report to the issue of whether the Superintendent has a continuing physical or mental disability which prohibits him from performing his duties.

C. Discharge for Cause. Throughout the term of this Contract, the Superintendent shall be subject to discharge for good and just cause, which includes, but is not limited to, the failure to comply with the terms and conditions of this Contract. However, the District shall not arbitrarily and capriciously call for the Superintendent's dismissal and the Superintendent shall have the right to service of written charges, notice of hearing and a hearing before the Board of Education of the District. The Board of Education may direct an independent hearing officer of its choice to conduct the hearing and to make findings of fact and nonbinding recommendations to the Board. If the Superintendent chooses to be accompanied by legal counsel at the hearing, the Superintendent's legal expenses shall be paid by the Superintendent.

D. Unilateral Termination by District. The District may unilaterally terminate this Contract upon payment of the remaining salary as set forth in section 5 above, and for the term remaining in the contract, and shall include all other benefits provided the Superintendent as a consequence of this Contract.

E. Death of the Superintendent. This Contract shall automatically terminate upon the death of the Superintendent.

F. Unilateral Termination by Superintendent. The Superintendent may, at his option, unilaterally terminate this Contract in the manner permitted for chief executive officers in section 22-63-202(2), C.R.S. The parties agree that section 22-63-202(2), C.R.S., a copy of which is attached hereto, shall be a part of this Contract.

12. **SUSPENSION OF THE SUPERINTENDENT.** The Board of Education may, at any time, place the Superintendent with pay and benefits on leave and without prejudice for such purposes and period of time as the Board deems to be in the best interest of the District. Upon taking action to place the Superintendent on paid leave, the board will call a meeting with the Superintendent to discuss the issues involved in placing the Superintendent on leave. In any case, the Superintendent shall be notified in writing of reasons for the leave.

13. **SAVINGS CLAUSE.** If, during the term of this Contract, it is found that a specific clause of this Contract is illegal under federal or state law, the remainder of the Contract not affected by such a ruling shall remain in full force and effect. In addition any specific clause or language that is found to be illegal will be replaced with language of similar intent upon the next revision.

14. BINDING EFFECT. This Contract is one for personal services to be provided by _____ only and may not be assigned. In the event of his death, any compensation due and payable to _____ for services provided under this Contract prior to his death shall be payable to his heirs and legal representatives.

15. COLORADO LAW. This Contract, and the rights and obligations of the parties hereto, shall be interpreted and construed in accordance with the laws of the State of Colorado.

IN WITNESS WHEREOF, the District has caused this Contract to be approved on its behalf by a duly authorized officer of the Board of Education and the Superintendent has approved this Contract effective on the day and year first above written.

ATTEST: WELD COUNTY SCHOOL DISTRICT NO. RE-7
WELD COUNTY, COLORADO

By: _____ By: _____
Secretary, Board of Education President, Board of Education

Date: _____ Date: _____

Superintendent of Schools Date

Policy CBF: Superintendent's Conduct

Status: ADOPTED

Original Adopted Date: 07/16/1990 | Last Revised Date: 02/10/2020 | Last Reviewed Date: 02/10/2020

Superintendent's Conduct

The superintendent shall observe rules of conduct established in law which specify that a school district employee shall not:

1. Disclose or use confidential information acquired in the course of employment to further substantially the superintendent'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 superintendent's duties or which the superintendent knows or should know is primarily for the purpose of a reward for action taken.
3. Engage in a substantial financial transaction for private business purposes with a person whom the superintendent supervises.
4. Perform an action which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the superintendent has a substantial financial interest or is engaged as a counsel, consultant, representative or agent.

It shall not be considered a breach of conduct for the superintendent to:

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

Adopted: July 16, 1990
Revised: September 23, 2013
February 10, 2020

LEGAL REFS.: C.R.S. 18-8-308(*disclosure of pecuniary conflicts of interest*)
C.R.S. 22-32-110 (1)(K) (*power to adopt conduct rules*)
C.R.S. 24-18-104 (*government employee rules of conduct*)
C.R.S. 24-18-109 (*local government employee rules of conduct*)

PLATTE VALLEY SCHOOL DISTRICT RE-7, KERSEY, COLORADO

Policy CBGA: Public Inspection of Superintendent's Evaluation

Status: ADOPTED

Original Adopted Date: 08/01/1989 | Last Reviewed Date: 03/19/2018

Public Inspection of Superintendent's Evaluation

Those portions of the superintendent's written evaluation relating to his 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.

Current practice codified 1989

Adopted: date of manual adoption

LEGAL REF.: C.R.S. 22-9-109

PLATTE VALLEY SCHOOL DISTRICT WELD RE-7, KERSEY, COLORADO

Policy CBI: Evaluation of Superintendent

Status: ADOPTED

Original Adopted Date: 12/09/2002 | Last Revised Date: 01/19/2016 | Last Reviewed Date: 03/19/2018

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 : December 9, 2002
Revised: June 25, 2012
Revised: January 19, 2016

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*

PLATTE VALLEY SCHOOL DISTRICT WELD RE-7, KERSEY, COLORADO

Exhibit CBJ-E(t): Superintendent's **Ethics**

Status: ADOPTED

Original Adopted Date: 01/31/2018

See PDF on the next page.

Superintendent's Ethics -- Remove

According to the Colorado Revised Statutes 24-18-105, the following ethical principles for superintendents "are intended as guides to conduct and do not constitute violations as such of the public trust of office."

1. A superintendent "should not acquire or hold an interest in any business or undertaking which he has reason to believe may be directly and substantially affected to its economic benefit by official action to be taken by an agency over which he has substantive authority."
2. A superintendent "should not, within six months following the termination of his office., obtain employment in which he will take direct advantage, unavailable to others, of matters with which he was directly involved during his term of [office]. These matters include rules, other than rules of general application, which he actively helped to formulate and applications, claims or contested cases in the consideration of which he was an active participant."
3. A superintendent "should not perform an official act directly and substantially affecting a business or other undertaking to its economic detriment when he has a substantial financial interest in a competing firm or undertaking."

Policy CC: Administrative Organization

Status: ADOPTED

Original Adopted Date: 05/21/1990 | Last Reviewed Date: 03/19/2018

Administrative Organization Plan

The legal authority of the Board shall be transmitted through the superintendent along specific paths from person to person as shown in the Board-approved organizational chart of the district.

The line of authority on the chart shall represent direction of authority and responsibility.

The superintendent shall have freedom to reorganize lines of authority and to revise the organizational chart, subject to Board approval of major changes and/or the elimination and creation of positions. The Board expects the superintendent to keep the administrative structure in line with the needs for supervision and accountability throughout the school system.

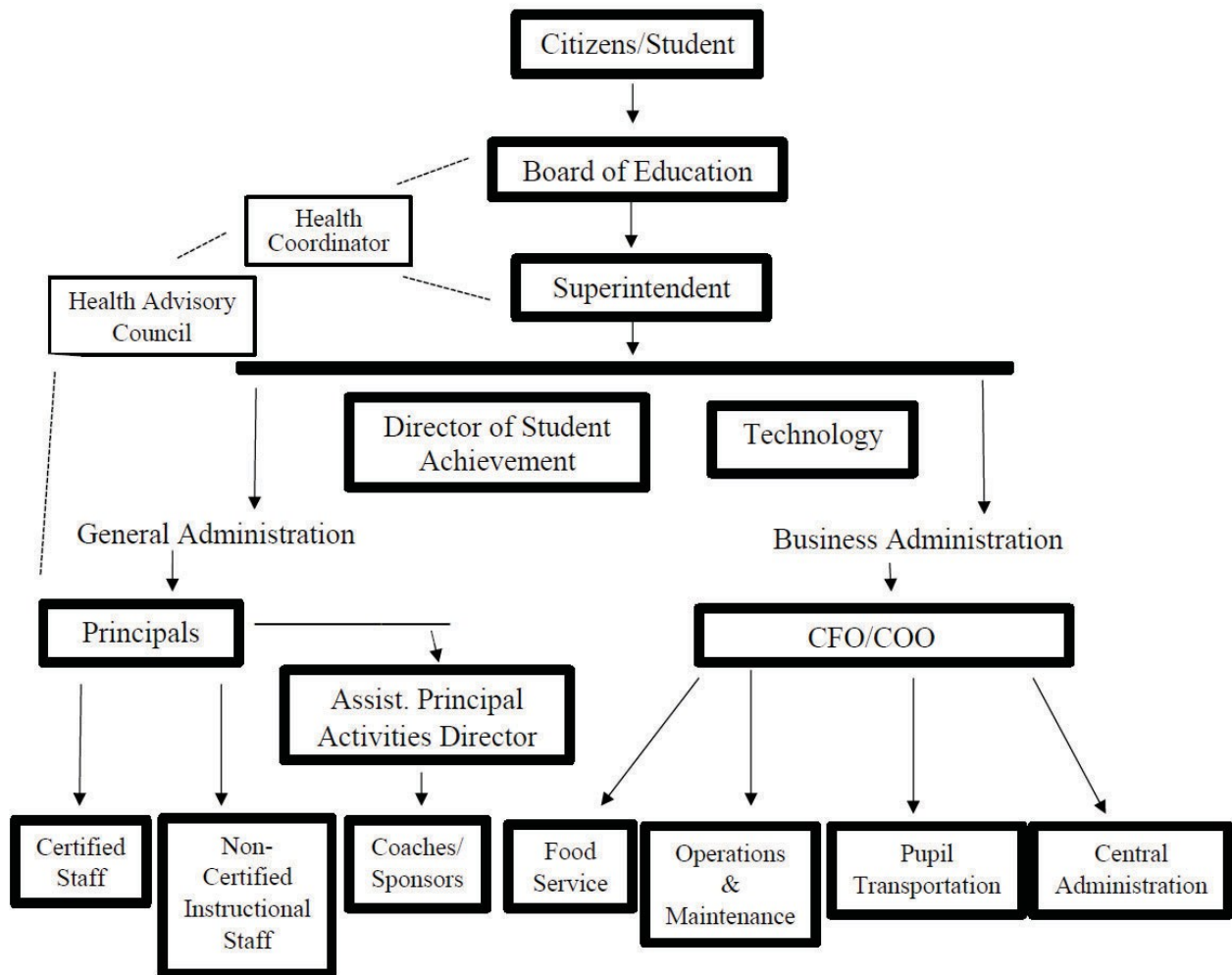
Adoption: May 21, 1990

PLATTE VALLEY SCHOOL DISTRICT RE-7, KERSEY, COLORADO

File: CCA

Platte Valley School District, Weld RE-7

Organizational Chart



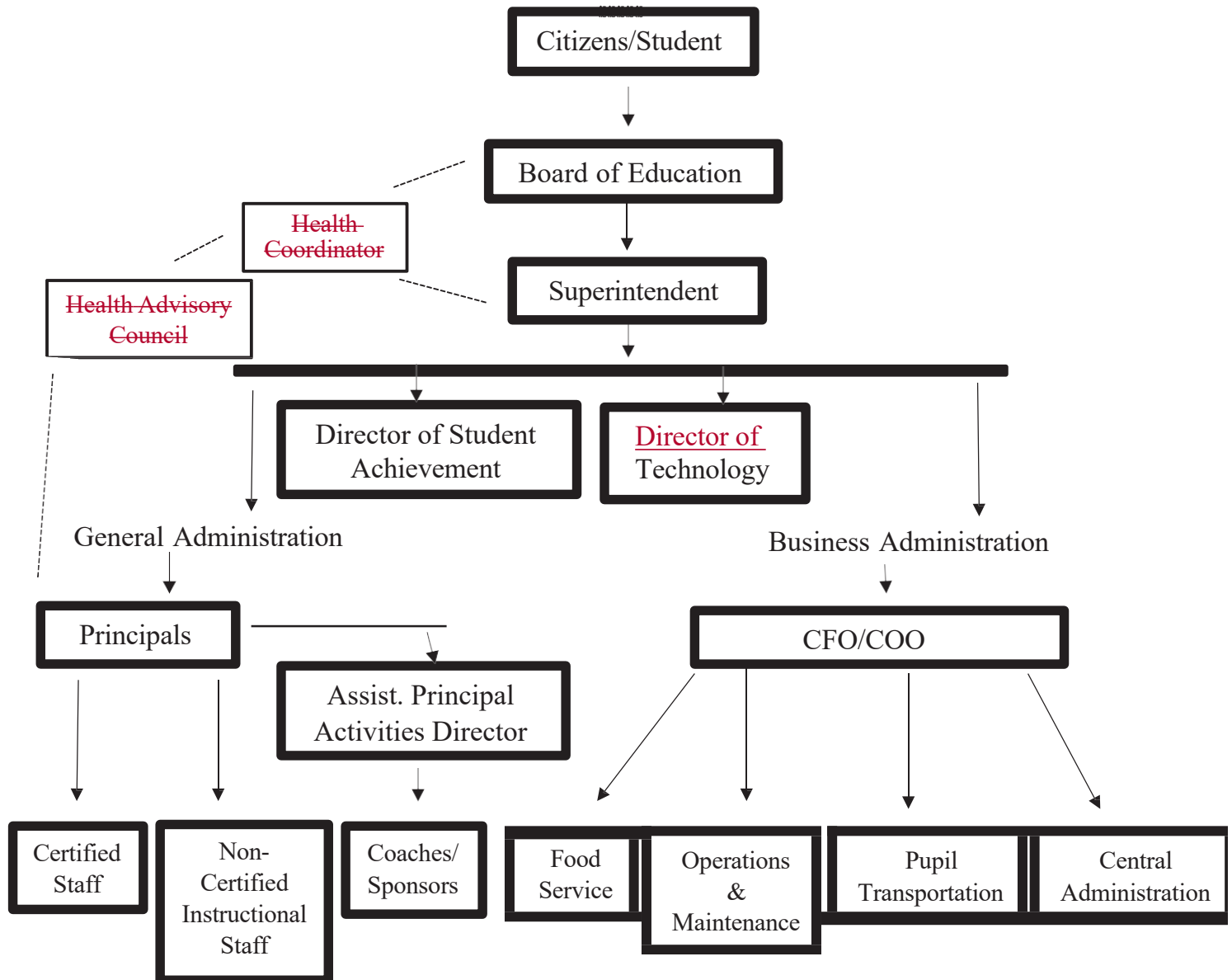
Supporting Documents



Organizational Flow Chart

Platte Valley School District, Weld RE-7

Organizational Chart



Policy CCB: Line and Staff Relations

Status: ADOPTED

Original Adopted Date: 05/21/1990 | Last Reviewed Date: 03/19/2018

Line and Staff Relations

The Board desires the superintendent to establish clear understandings on the part of all personnel of the working relationships in the school system.

Lines of direct authority shall be those approved by the Board and shown on the district organization chart.

Personnel shall be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator shall refer such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

It is expected that the established lines of authority will serve most purposes. But all personnel shall have the right to appeal any decision affecting their individual employment rights.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility. When the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the programs and operations of the school system.

Adoption: May 21, 1990

CROSS REF.: ~~GBM, Staff Complaints and Grievances Not in board policy manual~~
~~KE, Public Concerns and Complaints~~
~~KE-R(1) Public Concerns and Complaints – Staff Concerns~~

PLATTE VALLEY SCHOOL DISTRICT RE-7, KERSEY, COLORADO

Policy CF: School Building Administration

Status: ADOPTED

Original Adopted Date: 10/01/2000 | Last Revised Date: 02/12/2001 | Last Reviewed Date: 03/19/2018

School Building Administration

All building principals shall act as the chief administrative officers of their own buildings and grounds. They shall be responsible for and shall have authority over the actions of the students, professional and support staff members, visitors and persons hired to perform special tasks.

Principals shall also be responsible for achieving the long- and short-range educational objectives of the school district, as those objectives pertain to students and staff in their buildings. As part of the district's standards-based education program, principals shall also be responsible for development and management of a comprehensive standards-based education program in their buildings and shall rigorously monitor and modify the program to ensure that all students meet or exceed district and state content standards or complete the requirements and goals as listed on a student's Individualized Education Plan (IEP), which may include modified academic standards.

In the absence of a building principal, the superintendent shall assume all authority and duties of the principal.

Adopted: February 12, 2001

Revised: October, 2000

LEGAL REFS.: C.R.S. 22-32-109 (1)(jj) (*boards to identify areas where principals need professional development*)
C.R.S. 22-32-126 (*employment of principals*)
C.R.S. 22-60.5-301, 306 (*licensure reciprocity for out-of-state applicants*)
C.R.S. 22-63-103 (1.5) (*definition of administrator*)
C.R.S. 22-63-201 (*exception to licensure requirement*)

CROSS REFS: AEA, Standards Based Education
IKE, Ensuring All Students Meet Standards

NOTE: Under C.R.S. 22-63-201, "administrators" (except principals and assistant principals) are no longer required to possess a license. Principals and assistant principals must still be licensed.

PLATTE VALLEY SCHOOL DISTRICT WELD RE-7, KERSEY, COLORADO

Policy CH: Policy Implementation

Status: ADOPTED

Original Adopted Date: 06/18/1990 | **Last Reviewed Date:** 03/19/2018

Policy Implementation

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

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

Employees shall be responsible for informing their subordinates of existing policies and regulations and for seeing that they are implemented in the spirit intended. Disregard for Board policy and administrative regulations may be interpreted as insubordination and/or willful neglect of duty.

Adopted: June 18, 1990

[CROSS REF: BG, School Board Policy Process](#)

PLATTE VALLEY SCHOOL DISTRICT RE-7, KERSEY, COLORADO

Policy CHA: Development of Regulations

Status: ADOPTED

Original Adopted Date: 06/17/1982 | Last Reviewed Date: 03/19/2018

Development of Regulations

Except as the Board itself develops regulations, it shall delegate to the superintendent the function of developing regulations and procedures under which the district will be operated in accordance with Board policy.

The Board itself shall approve regulations when specific state or federal laws require the Board to do so or when the Board or superintendent considers such approval desirable.

Adopted: June 17, 1982

[CROSS REF: BG, School Board Policy Process](#)

Platte Valley School District Re-7, Kersey, Colorado

Policy CHC: Regulations Dissemination

Status: ADOPTED

Original Adopted Date: 06/18/1990 | Last Reviewed Date: 03/19/2018

Regulations Dissemination

Districtwide administrative regulations shall be appropriately coded and included as regulations in the Board's policy manual which shall be available at the administrative offices and in each school building.

The superintendent also shall devise other appropriate means for disseminating particular regulations to the staff members, students and/or members of the public who are affected by them.

Adopted: June 18, 1990

CROSS REF: BG, School Board Policy Process

PLATTE VALLEY SCHOOL DISTRICT RE-7, KERSEY, COLORADO

Policy CHCA: Handbooks and Directives

Status: ADOPTED

Original Adopted Date: 01/21/1991 | Last Reviewed Date: 03/19/2018

Handbooks and Directives

In order that pertinent Board policies, district regulations and/or school rules may be known by all staff members and students affected by them, district administrators and principals are granted authority to issue staff and student handbooks as found necessary and desirable.

It is essential that the contents of all handbooks conform with district-wide policies and regulations. It also is important that all handbooks bearing the name of the district or one of its schools be of a quality that reflects credit on the district. Therefore, the Board expects all handbooks to be approved by the Board and/or superintendent prior to publication.

The Board shall review and approve the district-wide personnel handbooks and the student handbooks so that the contents of both may be accorded the status of Board-approved policy and regulation. The superintendent shall use judgment as to whether other specific handbooks need Board approval. However, all handbooks published shall be made available to the Board for informational purposes.

Approved: January 21, 1991

PLATTE VALLEY SCHOOL DISTRICT RE-7, KERSEY, COLORADO

Policy CHD: Administration in Policy Absence

Status: ADOPTED

Original Adopted Date: 05/17/1982 | Last Reviewed Date: 03/19/2018

Administration in Policy Absence

~~(also BFE)~~

In cases when action must be taken and the Board has provided no guides in policy for such action, the superintendent shall have the power to act.

The superintendent's decisions, however, shall be subject to review by the Board at its next regular meeting. It shall be the duty of the superintendent to inform the Board promptly of such action and of the need for policy.

Adopted: May 17, 1982

Platte Valley School District Re-7, Kersey, Colorado



Special Policy Update

July 28, 2026

Restraint and Seclusion

In 2025, the Colorado legislature passed House Bill 25-1248 Protect Students from Restraint and Seclusion, which tasked the Colorado State Board of Education with updating the Rules Implementing the Protection of Students from Restraint and Seclusion Act. On April 8, 2026, the Colorado State Board of Education adopted changes to those rules. The bill included new or expanded substantive requirements that are covered in more detail in the rules. The most impactful changes, which are reflected in policy are (1) clarification that seclusion is a form of restraint and includes specific requirements concerning its use, (2) narrows the use of restraint in response to property destruction, (3) updates training requirements, (4) expands or changes notice, documentation, and reporting requirements, and (5) allows a third party to file a complaint concerning the use of restraint and seclusion. These changes are reflected in sample policies JKA Use of Physical Intervention and Restraint, JKA-R Use of Physical Intervention and Restraint Procedures, JKA-E-1 Use of Physical Intervention and Restraint Complaint Form, and JKA-E-2 Use of Physical Intervention and Restraint Complaint Procedure.

Policy JKA Use of Physical Intervention and Restraint, and the associated regulation JKA-R Use of Physical Intervention and Restraint Procedures both needed substantial rewrites in structure, language, and formatting. Because of the substantial changes we are providing districts with a clean version, rather than a complicated redline. However, the purpose and aims of policy JKA and JKA-R have not changed. Therefore, it is recommended to revise your existing version of JKA and JKA-R in full by replacing the old language with the new JKA and JKA-R language.

Other Resources:

[Protect Students from Restraint and Seclusion | General Assembly](#)

[CDE Overview of Changes to the Rules Implementing the Protection of Students from Restraint and Seclusion Act](#)

Federal Procurement

From time to time the federal government updates thresholds for federal procurement guidelines per the Uniform Grant Guidance. These thresholds apply to any purchases using federal funds and procurement procedures vary depending on the threshold—

these updated thresholds are reflected in sample policies DJB Federal Procurement and DJB-R Federal Procurement Procedures.

Immunization of Students

Colorado law requires students attending Colorado public kindergarten, elementary, or secondary schools through grade 12 to be vaccinated against certain diseases, unless an exemption is on file at the school. In 2025, the Colorado legislature passed House Bill 25-1027, which made changes to student immunization requirements. In December of 2025 the Colorado Board of Health revised the Colorado Code of Regulations to update the rules on Immunization of Students Attending Schools. The update changes the exemption process for Medical and Non-Medical Exemptions, it also changes the requirements around denial of attendance and updates recordkeeping and reporting by certain school facilities. These changes are reflected in sample policies JLCB Immunization of Students and JLCB-R Immunization of Students Procedures.

Other Resources:

[CDPHE Explanation of Key Changes](#)

[Update Disease Control Statutes | General Assembly](#)

[Colorado Department of Public Health and Environment Immunization Requirements](#)

Reporting Child Abuse

In 2025, the Colorado legislature passed House Bill 25-1188 Mandatory Reporter Task Force Recommendation. The most impactful change made to this policy is that mandatory reporters are now obligated to report child abuse within 24 hours of knowledge of abuse. The task force also made clear that reports are only required if the person was working in their professional capacity. These changes are reflected in sample policies GBEB Staff Conduct, JLF Reporting Child Abuse, and JLF-R Reporting Child Abuse Procedures.

Other Resources: [Mandatory Reporter Task Force Recommendations | General Assembly](#)

Criminal History Record Information

There are federal and state laws protecting a person's Criminal Justice Information and Criminal History Record Information from unnecessary, or inadvertent disclosure. While this information is useful while screening and hiring potential employees, particularly in the education space, these laws set parameters for the proper access, use, dissemination, protection, and disposal of this information. In October 2025, the Federal Bureau of Investigation (FBI) updated their policy recommendations to ensure all agencies who are accessing this sensitive information are doing so appropriately.

The updates to sample policy GBI Criminal History Record Information reflect the recommendations of the FBI, and Colorado Bureau of Investigation (CBI), which largely require more specificity around who can access the information, and any affirmative steps being taken to protect the information. Under the "Media Protection" section there are various pieces of optional language that districts need to thoughtfully choose. In particular, the policy should only include language about "electronic storage" if the district stores CJI or CHRI electronically. There are also nine options on how to securely

store physical media—districts should only include the options they implement within their district.

Other Resources: [Federal Bureau of Investigation | CJIS Security Policy Resource Center](#)

Code	Title	Description of Updates	Suggested Adoption Date	Required by Law	Core Policy	BOCES Policy
JKA	Use of Physical Intervention and Restraint	Revises Policy Substantially	As Soon as Practicable	Yes	Word	Word
JKA-R	Procedure for the Use of Physical Intervention and Restraint	Revises Policy Substantially	As Soon as Practicable	Yes	Word	Word
JKA-E-1	Student Restraint Incident Report Form	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
JKA-E-2	Complaint Procedures and Regulations	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
DJB*	Federal Procurement	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	Yes, if receiving federal funds	Word	Word
DJB-R*	Federal Procurement Procedures	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	Yes, if receiving federal funds	Word	Word
JLCB	Immunization of Students	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
JLCB-R	Immunization of Students	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
GBI*	Criminal History Record Information	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	Yes	Word	Word
GBEB	Staff Conduct (And Responsibilities)	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	Yes	Word	Word
JLF	Reporting Child Abuse and Child Protection	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
JLF-R	Reporting Child Abuse and Child Protection Procedures	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word

POLICY FILE CODE	POLICY TITLE	LEGALLY REQUIRED	Notes from Policy Specialist	Notes from District
DJB	Federal Procurement	Yes	See SPU write-up	No recommended change to deviate from CASB. Changes threshold for federal procurement guidelines
DJB-R	Federal Procurement Regulation	Yes	See SPU write-up	No recommended change to deviate from CASB. All changes are grammatical and stylistic. Including to just have part of an updated review
GBI	Criminal History Record Information	Yes	See SPU write-up	Still reviewing
GBEB	Staff Cconduct (And Responsibilities)	Yes	No write-up in SPU	No recommended change to deviate from CASB. Major change is inclusion of additional language inclusive of abuse "neglect, or unlawful sexual contact....". Remaining changes are stylistic and grammatical
JKA	Use of Physical Intervention and Restraint	Yes	See SPU write-up and additional items provided by Dr. Burmeister	No recommended change to deviate from CASB. Spent significant time researching this item. Aligns with new law written specifically to schools in 2025 in CRS 22-15.5-101. CASB recommends complete re-write. I have also included the redline from CASB for your reference.
JKA-R	Use of Physical Intervention and Restraint Regulation	Yes	See SPU write-up	No recommended change to deviate from CASB. Spells out specifics of the policy, all tied back directly to CRS 22-15.5-101.
JKA-E(1)	Use of Physical Intervention and Restraint Form for Incident Reporting	No	See SPU write-up	Replaces out of date CBOCES form. I confirmed with CBOCES, because they are our administrative unit for special education.
JKA-E(2)	Use of Physical Intervention and Restraint Form for Complaints	No	See SPU write-up	Replaces current out of date form.
JLCB	Immunization of Students	No	See SPU write-up	Recommend CASB changes with addition of the following under the second paragraph on page one: 1. "An up-to-date certificate of immunization" Changes timeframe to withhold from school if no documentation is received from 14 - days upon contact to 30 - days. Removes repetitive language from item stated on exemption
JLCB - R	Immunization of Students Regulation	No	See SPU write-up	No recommended change to deviate from CASB. Provides additional clarification to policy on use of exemption and grammatical/stylistic changes.
JLF	Reporting Child Abuse and Child Protection	No	See SPU write-up	No recommended change to deviate from CASB. Changes reporting time of suspected child abuse to within 24 hours
JLF-R	Reporting Child Abuse and Child Protection Regulation	No	See SPU write-up	Recommend CASB language as written with inclusion of stated Colorado Child Abuse and Neglect Hotline
Policies listed below are not currently included in CASB's Policy Manual				

POLICY FILE CODE	POLICY TITLE	LEGALLY REQUIRED	Notes from Policy Specialist	Notes from District
CBA/CBC	Qualifications/Powers and Responsibilities of Superintendent (Job Description)			Currently aligns with CASB policy manual. No update recommended
CBB	Recruitment of Superintendent			Technical error. Adopted date and first revision date conflict. Could not find accurate revision date in our records. Recommend deleting June 2001 from revision date. September date is logical based on CASB policy manual
CBD	Superintendent's Contract			Edit to include wording encouraging review by District's attorney. Update to include missing legal references and Cross Ref:
CBD-E	Superintendent's Contract – Exhibit			Not required and currently outdated. Recommend removal
CBF	Superintendent's Conduct			Currently aligns with CASB policy manual. No update recommended
CBGA	Public Inspection of Superintendent's Evaluation			Not in CASB policy manual and is required by statute to allow for public inspection of Superintendent's evaluation. Does provide more transparency and easily accessible information related to this item. Please advise on whether you would like to retain or remove.
CBI	Evaluation of Superintendent			Aligns with current CASB policy manual. No edit recommended
CBI-R	Evaluation of Superintendent — Regulation			Not currently in our policy manual. Do not believe to be necessary to add. Please advise
CBJ-E	Superintendent's Ethics			Not in CASB policy manual and no associated policy with it. Duplicative with CBF. Plan to remove
CC	Administrative Organization			Aligns with current CASB policy manual, speaks to organizational chart and chain-of-command
CCA	Organization Chart			Recommend revision to accurately depict current organizational structure. See redline
CCB	Line and Staff Relations			Not in CASB policy manual and may be considered duplicative to CC. However, clearly spells out process to work through chain-of-command and personnel right to appeal (also covered in other policies). Recommend retain. Recommend revising cross references
CF	School Building Administration			Recommend revision to include information related to IEP and modified academic standards. Recommend revision of authority in absence of principal. Recommend adding missing cross references
CH	Policy Implementation			Aligns with intent of CASB core policy manual. Add missing cross reference. CASB core policy manual has CHA and CHC within CH. Please advise if would like separated out as is or combined with CH.
CHA	Development of Regulations			Aligns with intent of CASB core policy manual. Add missing cross reference. CASB core policy manual has CHA and CHC within CH. Please advise if would like separated out as is or combined with CH.
CHC	Regulation Dissemination			Aligns with intent of CASB core policy manual. Add missing cross reference. CASB core policy manual has CHA and CHC within CH. Please advise if would like separated out as is or combined with CH.
CHCA	Handbooks and Directives			Aligns with CASB core policy manual, no edit recommended
CHD	Administration in the Absence of Policy			Aligns with CASB core policy manual. BFE does not exist
Policies listed below are not currently included in CASB's Policy Manual				

POLICY FILE CODE	POLICY TITLE	LEGALLY REQUIRED	CHECK BOX IF YOUR DISTRICT WILL ACCEPT CASB's RECOMMENDED CHANGES	Notes from Policy Specialist	Notes from District
HH-R(1)	Negotiations	N	FALSE		See redline for recommended edits
Policies listed below are not currently included in CASB's Policy Manual					

POLICY FILE CODE	POLICY TITLE	LEGALLY REQUIRE D	Notes from Policy Specialist	Notes from District
DJB	Federal Procurement	Yes	See SPU write-up	No recommended change to deviate from CASB. Changes threshold for federal procurement guidelines
DJB-R	Federal Procurement Regulation	Yes	See SPU write-up	No recommended change to deviate from CASB. All changes are grammatical and stylistic. Including to just have part of an updated review
GBI	Criminal History Record Information	Yes	See SPU write-up	Recommend changes to align with CASB SPU. We specify disposal of 10 years or 10 years after employment in line with Colorado Municipal Records Retention Schedule for employment. See SPU for further information on changes.
GBEB	Staff Cconduct (And Responsibilities)	Yes	No write-up in SPU	No recommended change to deviate from CASB. Major change is inclusion of additional language inclusive of abuse "neglect, or unlawful sexual contact....". Remaining changes are stylistic and grammatical
JKA	Use of Physical Intervention and Restraint	Yes	See SPU write-up and additional items provided by Dr. Burmeister	No recommended change to deviate from CASB. Spent significant time researching this item. Aligns with new law written specifically to schools in 2025 in CRS 22-15.5-101. CASB recommends complete re-write. I have also included the redline from CASB for your reference.
JKA-R	Use of Physical Intervention and Restraint Regulation	Yes	See SPU write-up	No recommended change to deviate from CASB. Spells out specifics of the policy, all tied back directly to CRS 22-15.5-101.
JKA-E(1)	Use of Physical Intervention and Restraint Form for Incident Reporting	No	See SPU write-up	Replaces out of date CBOCES form. I confirmed with CBOCES, because they are our administrative unit for special education.
JKA-E(2)	Use of Physical Intervention and Restraint Form for Complaints	No	See SPU write-up	Replaces current out of date form.
JLCB	Immunization of Students	No	See SPU write-up	Recommend CASB changes with addition of the following under the second paragraph on page one: 1. "An up-to-date certificate of immunization" Changes timeframe to withhold from school if no documentation is received from 14 - days upon contact to 30 - days. Removes repetitive language from item stated on exemption
JLCB - R	Immunization of Students Regulation	No	See SPU write-up	No recommended change to deviate from CASB. Provides additional clarification to policy on use of exemption and grammatical/stylistic changes.
JLF	Reporting Child Abuse and Child Protection	No	See SPU write-up	No recommended change to deviate from CASB. Changes reporting time of suspected child abuse to within 24 hours
JLF-R	Reporting Child Abuse and Child Protection Regulation	No	See SPU write-up	Recommend CASB language as written with inclusion of stated Colorado Child Abuse and Neglect Hotline
Policies listed below are not currently included in CASB's Policy Manual				

Regulation HH-R(1): Negotiations - PVEA Board Salary Procedure

Status: ADOPTED

Original Adopted Date: 10/26/1998 | Last Revised Date: 11/17/2025 | Last Reviewed Date: 11/17/2025

PVEA Board Salary Procedure

The Platte Valley School District Re-#7 Board of Education recognizes the Platte Valley Education Association as the spokesperson for ~~certificated/licensed~~ all employees, except administrators; working for the school district.

The Board Team agrees to discuss salary, benefits and working conditions with the Association's Team once each year with the settlement deadline dependent upon school finance legislation.

The Board Team for discussions will be composed of two board members selected by the board plus the superintendent and CFO/COO. The Association's Team shall be composed of no more than five members of the ~~Platte Valley certificated/licensed teaching Platte Valley~~ staff as defined above, represented by employees of the association of their choosing.

At the first meeting each year, which shall be held on or before April 1, the Association's Team will identify those items they wish to have the board consider. The Board Team will also identify those items they wish to have discussed. After the first meeting items may be clarified but no additional items can be submitted without the full consent of both teams.

Prior to the first meeting the Association's Team may schedule a session with the superintendent ~~and assistant superintendent/~~ and/or CFO/COO to review the current and proposed budget and the most recent audit and to address needs of making comparison of salary schedule and fringe benefits with other school districts of comparable size and setting.

A representative of the Association's Team and the Superintendent will meet the morning after each meeting to review a draft of minutes to present to the association membership and the other board members. The composition of minutes may be done by email.

At the first or second meeting an attempt will be made to identify those items that may be easily settled and tentative agreements drafted. The final decision on all items, including tentatively agreed items, will be made at the conclusion of all items on the table.

When the Association Team and Board Team have come to agreement on all items or agreement to disagree on some items, the association's spokesperson and superintendent jointly put in writing all components of the agreed upon items. The Association Team will present the written agreement to the association membership and report the association membership's decision to the Superintendent in writing. The Superintendent and the Board Team will present the proposed agreement to the Board of Education at their next meeting. The Board of Education has final authority to accept or reject the agreement.

The settlement agreed upon and approved by the association membership and the Board shall be in effect for the ensuing budget year unless a fiscal emergency arises.

Approved: October 26, 1998

Revised: August 2, 2022



Special Policy Update

July 28, 2026

Restraint and Seclusion

In 2025, the Colorado legislature passed House Bill 25-1248 Protect Students from Restraint and Seclusion, which tasked the Colorado State Board of Education with updating the Rules Implementing the Protection of Students from Restraint and Seclusion Act. On April 8, 2026, the Colorado State Board of Education adopted changes to those rules. The bill included new or expanded substantive requirements that are covered in more detail in the rules. The most impactful changes, which are reflected in policy are (1) clarification that seclusion is a form of restraint and includes specific requirements concerning its use, (2) narrows the use of restraint in response to property destruction, (3) updates training requirements, (4) expands or changes notice, documentation, and reporting requirements, and (5) allows a third party to file a complaint concerning the use of restraint and seclusion. These changes are reflected in sample policies JKA Use of Physical Intervention and Restraint, JKA-R Use of Physical Intervention and Restraint Procedures, JKA-E-1 Use of Physical Intervention and Restraint Complaint Form, and JKA-E-2 Use of Physical Intervention and Restraint Complaint Procedure.

Policy JKA Use of Physical Intervention and Restraint, and the associated regulation JKA-R Use of Physical Intervention and Restraint Procedures both needed substantial rewrites in structure, language, and formatting. Because of the substantial changes we are providing districts with a clean version, rather than a complicated redline. However, the purpose and aims of policy JKA and JKA-R have not changed. Therefore, it is recommended to revise your existing version of JKA and JKA-R in full by replacing the old language with the new JKA and JKA-R language.

Other Resources:

[Protect Students from Restraint and Seclusion | General Assembly](#)

[CDE Overview of Changes to the Rules Implementing the Protection of Students from Restraint and Seclusion Act](#)

Federal Procurement

From time to time the federal government updates thresholds for federal procurement guidelines per the Uniform Grant Guidance. These thresholds apply to any purchases using federal funds and procurement procedures vary depending on the threshold—

these updated thresholds are reflected in sample policies DJB Federal Procurement and DJB-R Federal Procurement Procedures.

Immunization of Students

Colorado law requires students attending Colorado public kindergarten, elementary, or secondary schools through grade 12 to be vaccinated against certain diseases, unless an exemption is on file at the school. In 2025, the Colorado legislature passed House Bill 25-1027, which made changes to student immunization requirements. In December of 2025 the Colorado Board of Health revised the Colorado Code of Regulations to update the rules on Immunization of Students Attending Schools. The update changes the exemption process for Medical and Non-Medical Exemptions, it also changes the requirements around denial of attendance and updates recordkeeping and reporting by certain school facilities. These changes are reflected in sample policies JLCB Immunization of Students and JLCB-R Immunization of Students Procedures.

Other Resources:

[CDPHE Explanation of Key Changes](#)

[Update Disease Control Statutes | General Assembly](#)

[Colorado Department of Public Health and Environment Immunization Requirements](#)

Reporting Child Abuse

In 2025, the Colorado legislature passed House Bill 25-1188 Mandatory Reporter Task Force Recommendation. The most impactful change made to this policy is that mandatory reporters are now obligated to report child abuse within 24 hours of knowledge of abuse. The task force also made clear that reports are only required if the person was working in their professional capacity. These changes are reflected in sample policies GBEB Staff Conduct, JLF Reporting Child Abuse, and JLF-R Reporting Child Abuse Procedures.

Other Resources: [Mandatory Reporter Task Force Recommendations | General Assembly](#)

Criminal History Record Information

There are federal and state laws protecting a person's Criminal Justice Information and Criminal History Record Information from unnecessary, or inadvertent disclosure. While this information is useful while screening and hiring potential employees, particularly in the education space, these laws set parameters for the proper access, use, dissemination, protection, and disposal of this information. In October 2025, the Federal Bureau of Investigation (FBI) updated their policy recommendations to ensure all agencies who are accessing this sensitive information are doing so appropriately.

The updates to sample policy GBI Criminal History Record Information reflect the recommendations of the FBI, and Colorado Bureau of Investigation (CBI), which largely require more specificity around who can access the information, and any affirmative steps being taken to protect the information. Under the "Media Protection" section there are various pieces of optional language that districts need to thoughtfully choose. In particular, the policy should only include language about "electronic storage" if the district stores CJI or CHRI electronically. There are also nine options on how to securely

store physical media—districts should only include the options they implement within their district.

Other Resources: [Federal Bureau of Investigation | CJIS Security Policy Resource Center](#)

Code	Title	Description of Updates	Suggested Adoption Date	Required by Law	Core Policy	BOCES Policy
JKA	Use of Physical Intervention and Restraint	Revises Policy Substantially	As Soon as Practicable	Yes	Word	Word
JKA-R	Procedure for the Use of Physical Intervention and Restraint	Revises Policy Substantially	As Soon as Practicable	Yes	Word	Word
JKA-E-1	Student Restraint Incident Report Form	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
JKA-E-2	Complaint Procedures and Regulations	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
DJB*	Federal Procurement	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	Yes, if receiving federal funds	Word	Word
DJB-R*	Federal Procurement Procedures	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	Yes, if receiving federal funds	Word	Word
JLCB	Immunization of Students	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
JLCB-R	Immunization of Students	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
GBI*	Criminal History Record Information	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	Yes	Word	Word
GBEB	Staff Conduct (And Responsibilities)	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	Yes	Word	Word
JLF	Reporting Child Abuse and Child Protection	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word
JLF-R	Reporting Child Abuse and Child Protection Procedures	Minor Substantive, Technical, and Stylistic	As Soon as Practicable	No	Word	Word

POLICY FILE CODE	POLICY TITLE	LEGALLY REQUIRED	Notes from Policy Specialist	Notes from District
DJB	Federal Procurement	Yes	See SPU write-up	No recommended change to deviate from CASB. Changes threshold for federal procurement guidelines
DJB-R	Federal Procurement Regulation	Yes	See SPU write-up	No recommended change to deviate from CASB. All changes are grammatical and stylistic. Including to just have part of an updated review
GBI	Criminal History Record Information	Yes	See SPU write-up	Still reviewing
GBEB	Staff Cconduct (And Responsibilities)	Yes	No write-up in SPU	No recommended change to deviate from CASB. Major change is inclusion of additional language inclusive of abuse "neglect, or unlawful sexual contact....". Remaining changes are stylistic and grammatical
JKA	Use of Physical Intervention and Restraint	Yes	See SPU write-up and additional items provided by Dr. Burmeister	No recommended change to deviate from CASB. Spent significant time researching this item. Aligns with new law written specifically to schools in 2025 in CRS 22-15.5-101. CASB recommends complete re-write. I have also included the redline from CASB for your reference.
JKA-R	Use of Physical Intervention and Restraint Regulation	Yes	See SPU write-up	No recommended change to deviate from CASB. Spells out specifics of the policy, all tied back directly to CRS 22-15.5-101.
JKA-E(1)	Use of Physical Intervention and Restraint Form for Incident Reporting	No	See SPU write-up	Replaces out of date CBOCES form. I confirmed with CBOCES, because they are our administrative unit for special education.
JKA-E(2)	Use of Physical Intervention and Restraint Form for Complaints	No	See SPU write-up	Replaces current out of date form.
JLCB	Immunization of Students	No	See SPU write-up	Recommend CASB changes with addition of the following under the second paragraph on page one: 1. "An up-to-date certificate of immunization" Changes timeframe to withhold from school if no documentation is received from 14 - days upon contact to 30 - days. Removes repetitive language from item stated on exemption
JLCB - R	Immunization of Students Regulation	No	See SPU write-up	No recommended change to deviate from CASB. Provides additional clarification to policy on use of exemption and grammatical/stylistic changes.
JLF	Reporting Child Abuse and Child Protection	No	See SPU write-up	No recommended change to deviate from CASB. Changes reporting time of suspected child abuse to within 24 hours
JLF-R	Reporting Child Abuse and Child Protection Regulation	No	See SPU write-up	Recommend CASB language as written with inclusion of stated Colorado Child Abuse and Neglect Hotline
Policies listed below are not currently included in CASB's Policy Manual				

POLICY FILE CODE	POLICY TITLE	LEGALLY REQUIRED	Notes from Policy Specialist	Notes from District
CBA/CBC	Qualifications/Powers and Responsibilities of Superintendent (Job Description)			Currently aligns with CASB policy manual. No update recommended
CBB	Recruitment of Superintendent			Technical error. Adopted date and first revision date conflict. Could not find accurate revision date in our records. Recommend deleting June 2001 from revision date. September date is logical based on CASB policy manual
CBD	Superintendent's Contract			Edit to include wording encouraging review by District's attorney. Update to include missing legal references and Cross Ref:
CBD-E	Superintendent's Contract – Exhibit			Not required and currently outdated. Recommend removal
CBF	Superintendent's Conduct			Currently aligns with CASB policy manual. No update recommended
CBGA	Public Inspection of Superintendent's Evaluation			Not in CASB policy manual and is required by statute to allow for public inspection of Superintendent's evaluation. Does provide more transparency and easily accessible information related to this item. Please advise on whether you would like to retain or remove.
CBI	Evaluation of Superintendent			Aligns with current CASB policy manual. No edit recommended
CBI-R	Evaluation of Superintendent — Regulation			Not currently in our policy manual. Do not believe to be necessary to add. Please advise
CBJ-E	Superintendent's Ethics			Not in CASB policy manual and no associated policy with it. Duplicative with CBF. Plan to remove
CC	Administrative Organization			Aligns with current CASB policy manual, speaks to organizational chart and chain-of-command
CCA	Organization Chart			Recommend revision to accurately depict current organizational structure. See redline
CCB	Line and Staff Relations			Not in CASB policy manual and may be considered duplicative to CC. However, clearly spells out process to work through chain-of-command and personnel right to appeal (also covered in other policies). Recommend retain. Recommend revising cross references
CF	School Building Administration			Recommend revision to include information related to IEP and modified academic standards. Recommend revision of authority in absence of principal. Recommend adding missing cross references
CH	Policy Implementation			Aligns with intent of CASB core policy manual. Add missing cross reference. CASB core policy manual has CHA and CHC within CH. Please advise if would like separated out as is or combined with CH.
CHA	Development of Regulations			Aligns with intent of CASB core policy manual. Add missing cross reference. CASB core policy manual has CHA and CHC within CH. Please advise if would like separated out as is or combined with CH.
CHC	Regulation Dissemination			Aligns with intent of CASB core policy manual. Add missing cross reference. CASB core policy manual has CHA and CHC within CH. Please advise if would like separated out as is or combined with CH.
CHCA	Handbooks and Directives			Aligns with CASB core policy manual, no edit recommended
CHD	Administration in the Absence of Policy			Aligns with CASB core policy manual. BFE does not exist
Policies listed below are not currently included in CASB's Policy Manual				

POLICY FILE CODE	POLICY TITLE	LEGALLY REQUIRED	CHECK BOX IF YOUR DISTRICT WILL ACCEPT CASB's RECOMMENDED CHANGES	Notes from Policy Specialist	Notes from District
HH-R(1)	Negotiations	N	FALSE		See redline for recommended edits
Policies listed below are not currently included in CASB's Policy Manual					

POLICY FILE CODE	POLICY TITLE	LEGALLY REQUIRE D	Notes from Policy Specialist	Notes from District
DJB	Federal Procurement	Yes	See SPU write-up	No recommended change to deviate from CASB. Changes threshold for federal procurement guidelines
DJB-R	Federal Procurement Regulation	Yes	See SPU write-up	No recommended change to deviate from CASB. All changes are grammatical and stylistic. Including to just have part of an updated review
GBI	Criminal History Record Information	Yes	See SPU write-up	Recommend changes to align with CASB SPU. We specify disposal of 10 years or 10 years after employment in line with Colorado Municipal Records Retention Schedule for employment. See SPU for further information on changes.
GBEB	Staff Cconduct (And Responsibilities)	Yes	No write-up in SPU	No recommended change to deviate from CASB. Major change is inclusion of additional language inclusive of abuse "neglect, or unlawful sexual contact....". Remaining changes are stylistic and grammatical
JKA	Use of Physical Intervention and Restraint	Yes	See SPU write-up and additional items provided by Dr. Burmeister	No recommended change to deviate from CASB. Spent significant time researching this item. Aligns with new law written specifically to schools in 2025 in CRS 22-15.5-101. CASB recommends complete re-write. I have also included the redline from CASB for your reference.
JKA-R	Use of Physical Intervention and Restraint Regulation	Yes	See SPU write-up	No recommended change to deviate from CASB. Spells out specifics of the policy, all tied back directly to CRS 22-15.5-101.
JKA-E(1)	Use of Physical Intervention and Restraint Form for Incident Reporting	No	See SPU write-up	Replaces out of date CBOCES form. I confirmed with CBOCES, because they are our administrative unit for special education.
JKA-E(2)	Use of Physical Intervention and Restraint Form for Complaints	No	See SPU write-up	Replaces current out of date form.
JLCB	Immunization of Students	No	See SPU write-up	Recommend CASB changes with addition of the following under the second paragraph on page one: 1. "An up-to-date certificate of immunization" Changes timeframe to withhold from school if no documentation is received from 14 - days upon contact to 30 - days. Removes repetitive language from item stated on exemption
JLCB - R	Immunization of Students Regulation	No	See SPU write-up	No recommended change to deviate from CASB. Provides additional clarification to policy on use of exemption and grammatical/stylistic changes.
JLF	Reporting Child Abuse and Child Protection	No	See SPU write-up	No recommended change to deviate from CASB. Changes reporting time of suspected child abuse to within 24 hours
JLF-R	Reporting Child Abuse and Child Protection Regulation	No	See SPU write-up	Recommend CASB language as written with inclusion of stated Colorado Child Abuse and Neglect Hotline
Policies listed below are not currently included in CASB's Policy Manual				