

**DOLORES COUNTY SCHOOL DISTRICT RE-2(J)
DOVE CREEK, COLORADO**

MINUTES
REGULAR BOARD MEETING
MARCH 13, 2024
DOVE CREEK, COLORADO
BOARD ROOM

President Kimberly Alexander called the meeting to order at 6:01 p.m. The directors present included Kimberly Alexander, Denny Beanland, Donella Fury, and Crystal Jarmon.

Guests present included Ty Gray, Roxie Guynes, Cassie Burnham, Charlotte Forst, Suzane Davis, Prentael Coker, Lori Willey, Kristina Garchar, Kylie Gatlin, Halee Beanland, and Stacy Hankins.

Business Meeting - Call to Order.

Mrs. Alexander called for a roll call of the Board of Education and led the pledge of allegiance among all in attendance.

ADDITIONS/APPROVAL OF AGENDA: The agenda has been amended to include the resignations of certified teachers Julia Montgomery and Nicole Margeson at the end of their contract year and the removal of Blayne Smith as volunteer baseball coach. Crystal Jarmon moved to approve the agenda as amended. Donella Fury seconded, there was no further discussion, and the motion carried unanimously.

APPROVAL OF MINUTES: Regular – February 21, 2024. Crystal Jarmon moved to approve the minutes as presented. Donella Fury seconded, there was no further discussion, and the motion carried unanimously.

PUBLIC PARTICIPATION: There was no public participation.

REPORTS AND COMMUNICATION:

Board and Committee Reports:

Senior Class: Class members Halee Beanland and Kylie Gatlin presented their class plans for their senior trip to Phoenix, Arizona. They asked the board to provide a minibus, expedition, and gas. Crystal Jarmon moved to approve the use of the minibus, one expedition, and the cost of gas as requested. Kimberly Alexander seconded. There was no further discussion, and the motion carried unanimously.

New Elementary School update: Ty reported that the monthly board report is about two weeks old. The drywall is now being completed in the district admin area, and glass is being installed in the windows. They will start water-testing the windows tomorrow. This is a process where they spray high-pressure water on the glass for a specific amount of time. If there are no leaks, they pass the test, and the finishing work can proceed on the inside. The roof is done except for a few metal pieces they are waiting for over the gym area. Grid ceiling installation will start in a couple of weeks. The painter will be on-site in about three weeks. Next Monday, they will start on the rock along the bottom with some dirt work starting on April 1st. The landscapers will be on site to start running sprinkler lines. Phase 2 is demoing the old elementary and starting on the parking lot, playground, and landscaping. Ty will schedule a tour for the board at the end of the work session on the 29th. The materials for the roof at Memorial Hall have been delivered, and they are just waiting on a dry spell to get started.

Elementary ELA Review: Krista Garchar, an elementary teacher, updated the board on their current curriculum, what they like about it, what they are looking for in a new curriculum, and how they are

comparing 6 samples to find the best one to work for the whole school. They will work to find a curriculum that will mix well with all the grades.

Food Service Director - Cassie Burnham gave the board an overview of the food service department. Her main cook, Becky, has been on workman comp leave but will return next week. Cassie is very grateful to have her back. One of the main things she has been working on this year is implementing a new lunch program, Titan. It is used to make menus, and it helps her keep track of calories and ingredients. It gives a warning if a student has an allergy to an ingredient. There is an app that parents can use to see the menu on their phones. The program has been a big help during her CDE review, which will take place in April. This is her first review with the state, and she is learning a lot. One thing that needs to be updated is our wellness policy. It needs to be reviewed every 3 years. She will start this review process and bring any changes to the board at their next meeting.

Annual Survey Update: Ty reported that he has not yet sent it out. He is working on a Google form with general questions to send out over SchoolMessenger this year. He sees Studer working on this more in the future.

DAC Update: Ty reported that he is working on getting committee members to bring to the board. The board will have to approve the committee and a chair. He hopes to have a meeting before the April board meeting. The board had some discussion on DAC.

BOCES UPDATE: Ty reported that the commission upheld the decision to deny Cortez the right to be its own entity. They will have to work with BOCES. Kimberly reported that CDE has offered mediation between BOCES and Cortez to help bring them back together. They will work through Cortez's list of concerns and see if BOCES can improve on them.

Studer Education Update: Ty reported that it is a little slow going right now. He has another meeting with the coach, and she plans to visit the district on April 11th. She will visit the buildings and community to get a feel for how the district works and the Dove Creek community. The surveys will go out in the fall so that we can get data from students, teachers, parents, and community members. A goal will be to get better at tying everything together with the strategic plan. Shane and Charlotte will visit Estacada to see firsthand how Studer Education works.

Administration Reports

Superintendent's report: Ty would like to get the students out of the elementary building a half day sooner so that the staff has all day Thursday, May 23rd, to pack and move out.

Kimberly Alexander moved to adjust the district calendar for the elementary student to remove the half-day on May 23, 2024, as discussed. Donella Fury seconded. There was no further discussion, and the motion carried unanimously.

The work session with Roger Good and Brian Hanson will be on March 29th, Board 101. If there is anything else the board wants to hear about specifically, Brian and Roger would be happy to discuss it. They are scheduled for four hours. They have not scheduled a start time yet. Crystal will have to work until 3:30 pm. Ty will see if we can start at 3:30 pm.

Elementary Principal's Report: Charlotte Forst reported that the elementary school had tests in January. Students tested above or at the national norm. She had some discussion about test scores. Tours of the new elementary school were given to the staff. Teachers were very excited to enter their spaces. There has been some anxiety around the move, but they are working through any concerns. The playground situation has been hard. Everyone has done the best they can. The Reading Fair was today for 3rd - 5th grade students. It was a great way to showcase their reading skills, and everyone was very engaged. The quarter award ceremony is tomorrow. The building is starting to work with a new behavior intervention program that is

working very well. It's CMAS testing time! Kicking it off with a prep party and working to get students excited about taking the test. Community night is coming up. The Bullpup family group is helping to put it on, and the theme is "A Walk Down Memory Lane." There will be a chili cook-off, and every classroom will have a theme. Families will be able to walk through the building one last time. She has a couple of teacher resignations for next year. They both loved their time here but must move on for their families. There will be a summer school program this summer. Professional Development Days next year will work on learning how to use our new building. One of the challenges will be not having a playground until November.

DISCUSSION ITEMS - INFORMATION

Vacancy District D update: One person emailed and asked if they were in District D.

District boundaries: Amber Fisher printed maps of the new district boundaries. Kimberly would like to get them out to the community. The board has some discussion on district numbers and boundaries.

Policy Review

The board reviewed policy ADD Safe Schools - Minor edits to requirements at safe schools; technical edits throughout; added information note regarding CDE's data standardization process. ADD-E Safe School Exhibits - edits to information required in reports in specific scenarios; technical edits throughout. JKA-R Use of Physical Intervention and Restraint - Regulation - substantive edits to rules regarding physical intervention and restraint; technical edits throughout. JKA-E Student Restraint Incident Report Form - Exhibit - Edits to requirements regarding the timeline of reporting physical intervention incidents to parents; technical edits throughout. Repeal - GDAA Title I Para professionals - The policy no longer applies to Title I paraprofessionals the district hires.

CONSENT AGENDA (opportunity to consent):

Donella Fury moved to consent action items 10.2 through 10.3.2.2 as discussed. Crystal Jarmon seconded, there was no further discussion, and the motion carried unanimously.

Crystal Jarmon moved to approve the consent items as discussed. Donella Fury seconded, there was no further discussion, and the motion carried unanimously.

Action Items - ACTION

Policy 1st Reading:

JKA Use of Physical Intervention and Restraint

Approved by consent

JK Student Discipline

Approved by consent

DB Annual Budget

Approved by consent

Personnel

Employment

Chase Davis, volunteer baseball coach

Erin Barry, head high school volleyball coach

Approved by consent

Resignations

Julia Montgomery certified teacher effective end of contract year 2023-2024

Nicole Margeson certified teacher effective end of contract year 2023-2024

Approved by consent

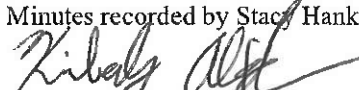
PLAN FOR FUTURE MEETINGS

Work Session March 29, 2024: Ty emailed Roger and Brian to see if 3:30 p.m. works. He would like to tour the elementary school first.

The next board meeting is April 24, 2024, a week later than normal. The agenda will include a quarterly financial report, an MS/HS yearly curriculum review, and a principal's report from Shane Baughman. Kimberly included a spreadsheet for the board to review.

ADJOURNMENT: Donella Fury moved to adjourn the meeting as presented. Crystal Jarmon seconded, there was no further discussion, and the motion carried unanimously. The meeting adjourned at 8:25 p.m.

Minutes recorded by Stacy Hankins.



President - Kimberly Alexander



Secretary - Crystal Jarmon



DOLORES COUNTY RE-2J

New, Consolidated Dolores County RE-2J Replacement School Project

Project Update: March 2024

Dolores County School District (DCSD)

Executive Committee: Ty Gray | Charlotte Forst | Chase Davis | Vernon Hall | Roxie Guynes

Owner’s Representative: Artaic Group – Sarah Lara | Chris Guarino | Matt Prinster

Design-Builder: Neenan Archistruction

Cx Agent: Iconergy

Third-Party Materials Testing: Jones & DeMille Engineering

Environmental Consultant: Foothills Environmental

Sustainability Consultant: Iconergy

STATUS SUMMARY

❖ UPCOMING DATES

03/27/24	OAC – IN PERSON
March 18-22	Spring Break
May 9	New Elementary Cornerstone and Time Capsule Ceremony
May 23	Last Day of School
May 27	Memorial Day

❖ DESIGN STATUS

- I. DFPC has issued a full building permit for all scopes and areas of work. Permitting has been returned approved for the playground, irrigation pump design, skylights and fire alarm systems. Only pending item is the bleachers in the gym which have been removed from the design.

❖ SAFETY

- I. No safety incidents or concerns from either the District or Neenan.

❖ SCHEDULE

- I. Lower roofs are detailed out, working on parapet cap on gym roof and stocking materials on the gym roof. Gym roof work is ongoing as well as standing seam roof.
- II. Crane has been set up on site along 9th street and Neenan has carried out traffic control as needed.
- III. Exterior flashings are taking place and will be followed by glazing.
- IV. Exterior finishes will begin at the mechanical area
- V. Drywall is ongoing, in wall rough in is mostly complete at this point
- VI. Skylights have arrived on site and windows are arriving soon.
- VII. Floor grinding to ensure the flatness/levelness should be wrapped up at the time this prints. Final FL/FF testing has been scheduled.
- VIII. Flooring samples for Memorial Hall are to be reviewed soon.
- IX. New photos are being taken for the vinyl wall graphics.
- X. Casework has been released and will start manufacturing and shipment.

❖ BUDGET & CHANGE ORDERS

- I. BEST Grant Approved Project Budget \$22,997,623.
- II. The GMP contract with Neenan has been executed for a total value of \$18,698,789.00.
- III. Neenan has completed and stored \$11,021,955 to date, which equates to about 55% of the total project complete.
- IV. There have been three Change Orders executed for this project so far:
 - OCO 001 – Long Lead Equipment – this change order was utilized to purchase the long lead time main electrical gear. Total value of \$56,804.22.
 - OCO 002 – Long Lead HVAC Equipment. This change order helped Neenan purchase the long lead time mechanical equipment for the project to help us keep our schedule. Total value of \$1,137,900.00.
 - OCO 003 – We purchased back some deferred scope items , updated the plans accordingly, and reduced the Playground Allowance to (10k) as the playground supply and installation will be an Owner-direct project expense.

❖ CONSTRUCTION UPDATE

- I. The following subcontractors performed the noted scopes of work over the past month:
 - Metal Solutions
 - Steel erection.
 - C&R Construction Services
 - Tongue and groove installation, plywood installation. Furring, Nichiha installation, flashings, mock up wall.
 - Top Line Installers
 - TPO roofing material and labor, administration.

- Integrity Glass
 - Storefront window material storage, installation labor.
- Powers Products
 - Operable partition.
- Intermountain Wall Systems
 - Submittals, engineering, sheathing and drywall, insulation, exterior and interior framing.
- H2I Group
 - Submittals and engineering for gym equipment.
- Cooper Fire Protection
 - Mobilization, fabrication, rough installation, construction administration.
- Roseberry's Plumbing
 - Underground plumbing, roof drains, above ground plumbing
- Comfort Air Mechanical
 - Sheet metal and duct installation, rough in labor, copper & refrigeration.
- Durango Electrical / Nice Electric
 - Electrical rough in, project management, temp power.
- Atmos Energy
 - Gas meter

❖ PROCUREMENT/SCHEDULE

- I. OS Schools has finalized their furniture, fixtures, and equipment packages for the building. The FFE for the building has been ordered and will be delivered and installed in July of this year.
- II. AG is working with multiple subcontractors to obtain pricing for the make-safe of electrical, plumbing, phone lines, and other utilities prior to demolition of the elementary school in 2024.
- III. Artaic Group has been procuring a moving company to move all the supplies, furniture and fixtures out of the existing elementary school and into the new building.
- IV. Artaic Group has procured the appliance delivery and installation for the new school.
- V. The climbing wall in the gym is currently being engineered and will be manufactured soon.

PROGRESS PHOTOS



Most interior walls are framed, mechanical electrical and plumbing is roughed-in, and drywall is hung.



Progress on the interior.



Exterior sheathing is nearly complete, window frames installed, roof installation ongoing. Window canopies and glazing to be installed soon.

Safe Schools

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

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

12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement.
14. A child sexual abuse and assault prevention plan, including comprehensive, age-appropriate curricula regarding child sexual abuse and assault awareness and prevention and professional development for school personnel and parents in preventing, identifying, and responding to child sexual abuse and assault.
15. Procedures for notifying parents/guardians of an employee's criminal charges when such notification is required by state law.

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

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

Adopted: July 2003

Revised: October 2, 2013

Revised: March 6, 2019

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

~~1 CCR 301-83, Rule 4.04 (safe schools plan must include parental notification)~~

CROSS REFS: ECA/ECAB, Security/Access to Buildings
KDE, Crisis Management (Safety, Readiness and Incident Management Planning)
KDBA, Parent Notification of Employee Criminal Charges
KI, Visitors to School

Dolores County School District Re-2(J), Dove Creek, Colorado

Safe Schools

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

1. total enrollment for the school
 2. average daily attendance rate at the school
 3. dropout rates for grades seven through twelve, if such grades are taught at the school
 4. average class size for each public elementary, middle school or junior high school, and senior high school calculated as the total number of students enrolled in the school divided by the number of full-time teachers in the school
 5. the school's policy concerning bullying prevention and education, including information related to the development and implementation of any bullying programs.
- 6.5. number of conduct and discipline code violations, which shall be reported only in the most serious category applicable to each violation, including but not limited to specific information on the number of and the action taken with respect to each of the following types of violations:
- a. carrying, bringing, using, or possessing a dangerous weapon on school grounds, in school vehicles, at school activities, or sanctioned school events without the authorization of the school or the school district
 - b. use or of possession of alcohol on school grounds, in school vehicles, or at school activities or sanctioned events
 - c. use, possession, or sale of a drug or controlled substance, other than marijuana, on school grounds, in school vehicles, or at a school activityies or sanctioned events
 - d. unlawful use, possession, or sale of marijuana on school grounds, in a school vehicle, or at a school activity or sanctioned event
 - e.d. use or possession of tobacco products on school grounds, in school vehicles, or at school activityies or sanctioned events
 - f.e. being willfully disobedient, openly and persistently defiant, or repeatedly interfering with the school's ability to provide educational opportunities to and a safe environment for other students
 - i. In addition to cluding the information on the incident, the report shall include additional information deemed necessary by the department of education, including, but not limited to, the school and district code; location of incidents; description of behaviors

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that constituted the violations; interventions or de-escalation strategies attempted leading up to the incident; and descriptive information of the student or students involved in the incidents, including, but not limited to, gender, grade level, ethnicity, race and whether the student has Section 504 accommodations or an IEP

- q.f. commission of an act on school grounds, in a school vehicle, or at a school activity or sanctioned event that if committed by an adult would be considered first or second degree assault or vehicular assault
- h.g. behavior on school grounds, property in a school vehicle, or at a school activity or sanctioned event that is detrimental to the welfare or safety of other students or school personnel, including but not limited to incidents of bullying, and other behavior that creates a threat of physical or emotional harm to the student or to other students
- i.h. willful destruction or defacement of school property
- i.i. commission of an act on school grounds, in a school vehicle, or at a school activity or sanctioned event that, if committed by an adult, would be considered third degree assault or disorderly conduct
- k.j. commission of an act on school grounds, in a school vehicle or at a school activity or sanctioned event that, if committed by an adult, would be considered robbery
- l. the number of acts of sexual violence on school grounds, in a school vehicle, or at a school activity or sanctioned event
- m.k. other violations of the code of conduct and discipline that resulted in documentation of the conduct in a student's record
 - i. in addition to including the information on the incident, the report shall include additional information deemed necessary by the department of education, including, but not limited to, the school and district code; location of incidents; description of behaviors that constituted the violations; interventions or de-escalation strategies attempted leading up to the incident; and descriptive information of the student or students involved in the incidents, including, but not limited to, gender, grade level, ethnicity, race, and whether the student has Section 504 accommodations or an IEP

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

- in-school suspension
- out-of-school suspension
- classroom removal in accordance with Board policy
- expulsion
- referral to a law enforcement agency (including any law enforcement agency, law enforcement office or school resource officer)
- any other form of discipline, which shall be officially identified as part of a board policy

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

Issued: December 14, 2006
Revised: October 2, 2013

Dolores County School District Re-2(J), Dove Creek, Colorado

Use of Physical Intervention and Restraint

A. Definitions

In accordance with the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, the following definitions apply for purposes of this regulation and accompanying policy.

1. "Restraint" means any method or device used to involuntarily limit freedom of movement, including but not limited to bodily physical force, mechanical devices, chemicals and seclusion.
2. "Physical restraint" means the use of bodily, physical force to involuntarily limit an individual's freedom of movement. "Physical restraint" does not include:
 - a. holding of a student for less than five one-minutes by a staff person for the protection of the student or others;
 - b. brief holding of a student by one adult for the purpose of calming or comforting the student;
 - c. minimal physical contact for the purpose of safely escorting a student from one area to another;
 - d. minimal physical contact for the purpose of assisting the student in completing a task or response.
3. "Mechanical restraint" means a physical device used to involuntarily restrict the movement of a student or the movement or normal function of the student's body. "Mechanical restraint" does not include:
 - a. devices recommended by a physician, occupational therapist or physical therapist and agreed to by a student's IEP team or Section 504 team and used in accordance with the student's Individualized Education Program (IEP) or Section 504 plan;
 - b. protective devices such as helmets, mitts, and similar devices used to prevent self-injury and in accordance with a student's IEP or Section 504 plan;
 - c. adaptive devices to facilitate instruction or therapy and used as recommended by an occupational therapist or physical therapist, and consistent with a student's IEP or Section 504 plan; or
 - d. positioning or securing devices used to allow treatment of a student's medical needs.
4. "Chemical restraint" means administering medication to a student (including medications prescribed by the student's physician) on an as needed basis for the sole purpose of involuntarily limiting the student's freedom of movement. "Chemical restraint" does not include:
 - a. prescription medication that is regularly administered to the student for medical reasons other than to restrain the student's freedom of

- movement (e.g. Asthma-cort, medications used to treat mood disorders or ADHD, Glucagon); or
- b. the administration of medication for voluntary or life-saving medical procedures (e.g. EpiPens, Diastat).

5. "Prone restraint" means a restraint in which the student being restrained is secured in a prone (i.e., face-down) position.

5-6. "Seclusion" means the placement of a student alone in a room from which egress is involuntarily prevented. "Seclusion" does not mean:

- a. placement of a student in residential services in the student's room for the night; or
- b. time-out.

6-7. "Time-out" is the removal of a student from potentially rewarding people or situations. A time-out is not used primarily to confine the student, but to limit accessibility to reinforcement. In time-out, the student is not physically prevented from leaving the designated time-out area and is effectively monitored by staff.

7-8. "Emergency" means serious, probable, imminent threat of bodily injury to self or others with the present ability to effect such bodily injury. Emergency includes situations in which the student creates such a threat by abusing or destroying property.

8-9. "Bodily injury" means physical pain, illness or any impairment of physical or mental condition as defined in C.R.S. 18-1-901(3)(c).

9-10. "State Board Rules" mean the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, 1 CCR 301-45.

10-11. "Parent" shall be as defined by the State Board rules.

B. Basis for use of restraint

Restraints shall only be used:

1. In an emergency and with extreme caution; and
2. After:
 - a. the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and restructuring the environment); or
 - b. a determination that such alternatives would be inappropriate or ineffective under the circumstances.
3. Restraints shall never be used as a ~~punitive~~-form of discipline or as a ~~threat to gain control or gain compliance of a student's behavior.~~

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4. School personnel shall:
 - a. use restraints only for the period of time necessary and using no more force than necessary; and
 - b. prioritize the prevention of harm to the student.

C. Duties related to the use of restraint – general requirements

When restraints are used, the district shall ensure that:

1. no restraint is administered in such a way that the student is inhibited or impeded from breathing or communicating;
2. no restraint is administered in such a way that places excess pressure on the student's chest, back, or causes positional asphyxia;
3. restraints are only administered by district staff who have received training in accordance with the State Board rules;
4. opportunities to have the restraint removed are provided to the student who indicates he/she is willing to cease the violent or dangerous behavior;
5. when it is determined by trained district staff that the restraint is no longer necessary to protect the student or others (i.e. the emergency no longer exists), the restraint shall be removed; and
6. the student is reasonably monitored to ensure the student's physical safety.

Additionally, in the case of seclusion, staff shall reintegrate the student or clearly communicate to the student that the student is free to leave the area used to seclude the student.

D. Proper administration of specific restraints

1. Chemical restraints shall not be used.
2. Mechanical and prone restraints shall not be used, except in the limited circumstances permitted by state law and described as exceptions in the accompanying policy. ~~that this provision shall not apply to armed security officers who have received documented training in defensive tactics utilizing handcuffing procedures and are detaining the student for law enforcement.~~
3. Physical restraint
 - a. a person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student.
 - b. a restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised.

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- c. a student shall be released from physical restraint within fifteen minutes after the initiation of the restraint, except when precluded for safety reasons.

4. Seclusion

- a. relief periods from seclusion shall be provided for reasonable access to toilet facilities; and
- b. any space in which a student is secluded shall have adequate lighting, ventilation and size and shall not be any space used by school staff for storage, custodial purposes, or office space.
- c. Any space used for student seclusion must have at least one window to monitor students when the door is closed. If an adequate space with a window is not feasible, video camera monitoring must be possible. Continuous monitoring is required throughout the time a student is secluded.

~~To the extent possible under the specific circumstances, the~~ The space should must be a safe spce free of injurious items.

E. Notification requirements

1. If there is a reasonable probability that restraint might be used with a particular student, appropriate school staff shall notify, in writing, the student's parents, and, if appropriate, the student of:
 - a. the restraint procedures (including types of restraints) that might be used;
 - b. specific circumstances in which restraint might be used; and
 - c. staff involved.
2. For students with disabilities, if the parents request a meeting with school personnel to discuss the notification, school personnel shall ensure that the meeting is convened.
3. The required notification may occur at the meeting where the student's behavior plan or IEP is developed/reviewed.

F. Documentation requirements

1. If restraints are used, a written report shall be submitted within one school day to school administration.
2. The school principal or designee shall verbally notify the parents as soon as possible but no later than the end of the school day that the restraint was used.
- 2.3. If a student is restrained for more than one, but less than five minutes, written notice must be given to the student's parent or legal guardian on the day of the restraint. The written notice shall include**

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the date fo the restraint, student's name, and the number of times the student was restrained that day.

3.4. If a student is restrained for five minutes or more, a written report based on the findings of the staff review required by paragraph G. below shall be emailed, faxed or mailed to the student's parent within five calendar days of the use of restraint. The written report of the use of restraint shall include:

- a. the antecedent to the student's behavior if known;
- b. a description of the incident;
- c. efforts made to de-escalate the situation;
- d. alternatives that were attempted;
- e. the type and duration of the restraint used;
- f. injuries that occurred, if any; and
- g. the staff present and staff involved in administering the restraint.

4.5. A copy of the written report on the use of restraint shall be placed in the student's confidential file.

G. Review of specific incidents of restraint

1. The district shall ensure that a review process is established and conducted for each incident of restraint used. The purpose of this review shall be to ascertain that appropriate procedures were followed and to minimize future use of restraint.
2. The review shall include, but is not limited to:
 - a. staff review of the incident;
 - b. follow up communication with the student and the student's family;
 - c. review of the documentation to ensure use of alternative strategies; and
 - d. recommendations for adjustment of procedures, if appropriate.
3. If requested by the district or the student's parents, the district shall convene a meeting to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.

H. General review process

1. The district shall ensure that a general review process is established, conducted and documented in writing at least annually. The purpose of the general review is to ascertain that the district is properly administering restraint, identifying additional training needs, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.
2. The review shall include, but is not limited to:

File: JKA-R

- a. analysis of incident reports, including all reports prepared pursuant to paragraphs F.1 and F.3 above and including, but not limited to, procedures used during the restraint, preventative or alternative techniques tried, documentation and follow up;
- b. training needs of staff;
- c. staff to student ratio; and
- d. environmental conditions, including physical space, student seating arrangements and noise levels.

I. Staff training

1. The district shall ensure that staff utilizing restraint in schools are trained in accordance with the State Board rules.
2. Training shall include:
 - a. a continuum of prevention techniques;
 - b. environmental management;
 - c. a continuum of de-escalation techniques;
 - d. nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint;
 - e. methods to explain the use of restraint to the student who is to be restrained and to the student's family; and
 - f. appropriate documentation and notification procedures.
3. Retraining shall occur at a frequency of at least every two years.

Approved: April 13, 1989

Revised and recoded: October 2, 2013

File: JKA-R

Dolores County School District Re-2(J), Dove Creek, Colorado

Student Restraint Incident Report Form

Student: _____ School: _____
Date: _____ Time: _____
Location: _____

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

Witnesses (include names and titles):

Description of events immediately before the behavior occurred:

Efforts/alternatives made prior to the use of restraint:

_____ Teaching interaction
_____ Offered self-control strategy
_____ Verbal de-escalation
_____ Other(s) (please describe): _____

Type of restraint used:

Time restraint began: _____

Time restraint ended: _____

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

Resolution:

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

Injuries or property loss/damage:

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

Name and title of person writing report

Signature

Checklist	Date	Comments
If an injury to staff or student has occurred, submit student accident report and/or staff incident report.		
Building principal or designee verbally notify parent by end of the school day that the restraint was used.		
Conduct internal review of incident of restraint.		
Review documentation to ensure use of alternative strategies and recommend adjustments to procedures, if appropriate.		
<u>If restraint was between one and five minutes, written notice given to parents on the day of the restraint.</u>		
<u>If restraint was five minutes or more, verbal</u>		

<u>notice given to parent on the day of restraint, and written r</u> Report emailed, mailed or faxed to parent within 5 calendar days of the use of restraint.		
If requested by parents or the school, convene a meeting (that may be an IEP, BIP or 504 meeting) to review the incident.		

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

Issued: October 2, 2013

Title I Paraprofessionals

A Title I paraprofessional is an individual who provides instructional support for students in a Title I Schoolwide or Targeted Assistance Program.

Title I paraprofessionals may perform the following instructional support duties:

- One-on-one tutoring for eligible students if the tutoring is scheduled at a time when the student would not ordinarily be receiving instruction from the regular teacher
- Assist in classroom management
- Conduct parent involvement activities
- Assist in computer instruction
- Provide instructional support in a library or media center
- Act as a translator
- Provide instructional support services under the direct supervision of qualified teachers

Title I paraprofessionals may assume limited non-instructional duties, even if they benefit non-Title I students, in the same proportion to their total work time as non-Title I paraprofessionals.

Title I paraprofessionals do not include individuals who have only non-instructional duties such as providing technical support for computers, providing personal care services or performing clerical duties.

Qualifications

Title I paraprofessionals, regardless of hiring date, must have earned a secondary school diploma or its recognized equivalent (except for those who act as translators to enhance the participation of limited English proficient students or whose activities consist solely of conducting parent involvement activities).

Title I paraprofessionals hired after January 8, 2002 must have:

1. Completed at least two years of study at an institution of higher education or obtained an associate's or higher degree; or
2. Demonstrated through a formal local academic assessment the knowledge of and ability to assist in instructing, as appropriate:
 - a. Reading/language arts, writing and mathematics; or

- b. Reading readiness, writing readiness, and mathematics readiness.

Notice to parents

An annual written notice shall be provided to parents of students enrolled in a Title I Schoolwide or Targeted Assistance Program telling them they may request information about any paraprofessionals who provide instructional support for their child. The notice may be combined with a notice regarding Title I teacher qualifications.

Adopted: October 2, 2013

LEGAL REFS.: 20 U.S.C. 6319 (*paraprofessional requirements under No Child Left Behind Act of 2001*)
34 C.F.R. 200.58, 200.59 (*federal regulations related to paraprofessional qualifications*)

CROSS REFS.: GDA, Support Staff Positions
GDE/GDF, Support Staff Recruiting/Hiring

Use of Physical Intervention and Restraint

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

Physical intervention

Corporal punishment shall not be administered to any student by any district employee or volunteer, in accordance with state law.

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 five minutes unless the provisions regarding restraint contained in this policy and accompanying regulation are followed.

Restraint

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

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.

File: JKA

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 ~~punitive~~ form of discipline or as a ~~threat~~ to control or gain compliance from a student of a student's behavior. District employees are also prohibited from restraining a student by use of a prone restraint, mechanical restraint or chemical restraint, as those terms are defined by applicable ~~State Board of Education rules~~ 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.

Exceptions

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

- ~~1. Peace officers as defined by C.R.S. 16-2-5-101 et seq. who are acting within the scope of their employment or in accordance with C.R.S. 16-3-100; and~~
- ~~2. When the district is engaged in transporting a student from one facility or location to another facility or location when it is within the scope of the district's powers and authority to effect such transportation.~~

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

Adopted: January 10, 2002

Revised: October 2, 2013

LEGAL REFS.: C.R.S. 18-1-703 (use of physical force by those supervising minors)
C.R.S. 18-1-901 (3)(e) (definition of a deadly weapon)

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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 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 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)

Dolores County School District Re-2(J), Dove Creek, Colorado

Student Discipline

The Board believes that effective student discipline is a prerequisite for sound educational practice and productive learning. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior. All policies and procedures for handling student discipline problems shall be designed to achieve these broad objectives.

The Board in accordance with state law has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code also emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly, fairly and consistently for all students.

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

The board shall consult with administrators, teachers, parents, students and other members of the community in the development and review of the students conduct and discipline code.

Remedial discipline plans

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

Discipline of habitually disruptive students

Students who have caused a material and substantial disruption ~~in the classroom,~~ on school grounds, in school vehicles or at school activities or sanctioned events three or more times during the course of the school year ~~shall~~ may be declared habitually disruptive students. Any student enrolled in the district's schools may be subject to being declared a habitually disruptive student. Declaration as a habitually disruptive student may result in the student's suspension and/or expulsion in accordance with Board policy concerning student suspension, expulsions and other disciplinary interventions.

Distribution of conduct and discipline code

~~The superintendent shall arrange to have a copy of~~ the conduct and discipline code shall be provided ~~once to each student upon enrollment in elementary, middle, junior high and high school and once to each new student in the district.~~ The ~~superintendent district~~ shall ensure reasonable measures are taken to ensure each student is familiar with the code. Copies shall be posted or kept on file in each

school of the district. In addition, any significant change in the code shall be distributed to each student and posted in each school.

Adopted: August 14, 2008

Revised: October 2, 2013

Revised: March 6, 2019

LEGAL REFS: C.R.S. 18-6-401 (1) *(definition of child abuse)*
C.R.S. 22-1-140 (definition of corporal punishment and prohibition of corporal punishment at schools)
C.R.S. 22-11-302(1)(f)(district accountability committee shall provide input to the board regarding the creation and enforcement of the conduct and discipline code)
C.R.S. 22-32-109.1 (2)(a) *(adoption and enforcement of conduct and discipline code)*
C.R.S. 22-32-109.1(2)(a)(I) *(school district shall take reasonable measures to familiarize students with the conduct and discipline code)*
C.R.S. 22-32-109.1 (2)(a)(I)(C) *(discipline of habitually disruptive students is required part of safe schools plan)*
C.R.S. 22-32-109.1 (9) *(immunity provisions in safe schools law)*
C.R.S. 22-33-106 (1) *(grounds for suspension, expulsion and denial of admission)*
C.R.S. 22-33-106 (1)(c.5) *(habitually disruptive students)*

CROSS REFS.: JIC, Student Conduct, and subcodes
JK subcodes, (all relate to student discipline)

Dolores County School District Re-2(J), Dove Creek, Colorado

Annual Budget

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

Five-year budget plan

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

Budget process

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

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

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

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

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

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

Operating reserve

Maintaining a fiscal year-end fund balance as an operating reserve in the general fund is a beneficial and sound financial management practice. The Board of Education assigns to the superintendent or designee the responsibility of accumulating and maintaining a general fund balance amounting to 3% of the district's current fiscal year adopted budget as an operating reserve. Accumulation of the full 3% general fund balance will be completed by the end of the current fiscal year, unless otherwise approved by the Board. This amount will be in excess of the emergency reserve required by Article X, Section 20 of the Colorado Constitution (TABOR).

The operating reserve is intended to serve as a "rainy day" fund and will be used only for an unexpected loss of revenue or an extraordinary expenditure. Expenditures from this reserve shall be reported to the Board.

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

Capital reserve

Maintaining resources in the capital reserve fund is a beneficial and sound business practice and protects the public's investment in school district facilities. The Board directs the superintendent or designee to budget an amount in accordance with current State law up to \$250,000 each year to the capital reserve account for capital outlay expenditures authorized in state law. This amount shall be transferred from the general fund to the capital reserve fund. The amount transferred from the general fund may be reduced by any money collected from the sale of land, buildings or both or any payments collected from the dedication of lands or voluntary contributions from a developer.

Adopted: May 1982
Revised: January 1991
Revised: October 2, 2013

LEGAL REFS.: C.R.S. 22-11-302 (1)(a) (*district accountability committee budget recommendations*)
C.R.S. 22-11-402 (1)(a) (*school level accountability committee budget recommendations*)
C.R.S. 22-32-109 (1)(b)
C.R.S. 22-44-101 through 117 (*school district budget law, Board shall cause a proposed budget to be prepared and shall adopt a budget for each fiscal year*)
C.R.S. 22-44-106 (*operating reserve*)
C.R.S. 22-44-301 *et seq.* (*Public School Financial Transparency Act*)

C.R.S. 22-45-103 (1)(c) *(authorized expenditures from capital reserve fund)*

C.R.S. 29-1-103 (3) *(budget to reflect lease-purchase payment obligations)*

CROSS REFS.:

DAB* Financial Administration
DB subcodes, (all relate to the budget)

Dolores County School District Re-2(J), Dove Creek, Colorado