

**THE FOLLOWING POLICIES, REGULATIONS AND EXHIBITS WERE ADDRESSED DURING THE 2020/2021 SCHOOL YEAR:**

Title	Department Owner	Quarter Ad-dressed	Status What happened?
<p><b>1. AE, Accountability/ Commitment to Accomplishment, Regulation AE-R-1, District Accountability Committee (DAC By-Laws), and Regulation AE-R-2, School Accountability Committees (SAC By-Laws)</b></p>	<p>Board of Education</p>	<p>Q4</p>	<p><b>Policy AE, Accountability/Commitment to Accomplishment</b>, sets out the Board's program of accountability, to include the District Accountability Committee and the School Accountability Committees. <b>Regulation AE-R-1, District Accountability Committee (By-Laws)</b>, specifies, amongst other things, the purpose, responsibilities and membership of the DAC. <b>Regulation AE-R-2, School Accountability Committees (Minimum Requirements for SAC By-Laws)</b>, specifies the purpose, responsibilities and membership of the SACS.</p> <p>Policy AE was revised to include cross references to the Board's Equity Policy, AG, along with adding ESP representation to the DAC and SACS. It was also revised to include a sentence stating that the Board shall approve revisions to the two accompanying regulations, AE-R-1 (DAC Bylaws) and AE-R-2 (SAC Bylaws). Per C.R.S. 22-11-101 et seq., the DAC and SACS are responsible to the Board, thus, the Board is responsible for approving not only revisions to Policy AE, but also to the two regulations.</p> <p>Regulation AE-R-1 was revised to include cross references to the Board's Equity Policy, AG, along with a new bullet number 4 on page 1. Bullet number 4 adds an additional responsibility of the DAC requiring the DAC to monitor plans for and support schools receiving Every School Succeeds Act (ESSA) funds and/or schools designated as Comprehensive Support and Improvement (CS), Targeted Support (TS), or Additional Targeted Support and Improvement (ATS) schools. This is a DAC responsibility outlined in the state 2020 District Accountability Handbook. In addition, AE-R-1 is revised to change the term of the DAC chair from no more than two (2) consecutive years to no more than (3) consecutive years. This allows a DAC chair to get fully up to speed and build relationships across the District, prior to their term ending. Lastly, AE-R-1 was revised adding audit responsibilities to the DAC Budget Subcommittee. The District has been overwhelmed with managing 3 different financial committees (Audit, DACBC &amp; MLOOC) and the DAC Budget Subcommittee is well-versed in the areas of District finances. It would be more efficient to merge the audit governance role into the DAC Budget Subcommittee since it's fairly seasonal.</p> <p>Regulation AE-R-2 is recommended for revisions to include cross references to the Board's Equity Policy, AG.</p>

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<b>2. BDF, Advisory Committees</b>	Board of Education	Q4	<b>Policy BDF, Advisory Committees</b> , contained language establishing various District Advisory Committees, one of which was the Audit Advisory Committee. BDF was revised by deleting the language establishing the Audit Advisory Committee. The audit responsibilities were instead reassigned to the DAC Budget Subcommittee found in Regulation AE-R-1.
<b>3. DID-R, General Fixed Assets</b>	Budget & Planning	Q4	<b>Regulation DID-R, General Fixed Assets</b> , provides guidance in alignment with state statutes, as well as generally accepting accounting principles, regarding the maintenance of records relating to the acquisition and disposition of assets. DID-R was revised by resetting capitalization thresholds, so that the focus of the audited financial statement is on the bigger acquisitions and dispositions.
<b>4. EBCE, District/School Closings, E-Learning Days, Activity Related Cancellations, Delayed Starts and Early Releases</b>	Facilities and Human Resources	Q4	<b>Policy EBCE, District/School Closings, E-Learning Days, Activity Related Cancellations, Delayed Starts and Early Releases</b> , addresses the various options that might be implemented in the event of adverse weather or other conditions that may affect safety, health or welfare of students and/or staff. EBCE was revised by adding a paragraph that addresses essential staff members. A staff member's essential status shall be published yearly, and staff shall be notified of such status upon hire. The accompanying regulation was also revised. Revisions to <b>EBCE-R-1</b> included: a definition of what each of the various options entail; a restructuring of what schools do in the event one of the various options is implemented; a restructuring of what employees do in the event one of the various options is implemented; added language regarding essential staff; revisions to the 5-day rule, down to a 2-day rule (if an employee has scheduled time off for two or more consecutive days, and one of those days happens to be a closure day, the absence will stand as reported and the leave will be deducted from the employee's leave balance).
<b>5. FF, Naming of District Facilities, Properties and Assets</b>	Communications and Facilities	Q4	<b>FF, Naming of District Facilities, Properties and Assets</b> , establishes the procedures to be followed when naming District facilities, properties and assets. The policy and exhibit (FF-E) were both reviewed by the Board's Policy Committee and there are no recommended revisions at this time.

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<b>6. GBGG, Staff Leave-Healthy Families &amp; Workplaces Act (HFWA)</b>	Human Resources	Q4	<b>Policy GBGG, Staff Leave-Healthy Families &amp; Workplaces Act (HFWA)</b> is a new policy. GBGG addresses paid sick leave for employees not covered by a collective bargaining agreement, and .40 and below full-time employees covered by a collective bargaining agreement. GBGG provides employees typically not provided paid sick leave the opportunity to receive paid time for sick days due to certain kinds of illnesses, or due to a public health emergency.
<b>7. GE, Teleworking Policy</b>	Human Resources	Q4	<b>Policy GE, Teleworking Policy</b> , is a new policy. As a result of recent global health and safety events, the District has learned to adapt to various situations and continue with our mission as a school district, sometimes in a remote manner. GE encompasses the possibility of limited duration telework, to be arranged in emergency situations, and flexible telework, allowing some employees able to perform essential functions remotely to do so on a flexible schedule. The policy may be appropriate for some employees and positions, but not for others that are not able to perform their essential functions remotely.
<b>8. IKE, Promotion, Retention and Acceleration of Students</b>	Achievement, Learning and Leadership	Q4	<b>Policy IKE, Promotion, Retention and Acceleration of Students</b> , recognizes that not all students progress at the same rate. IKE was revised to include a reference to an appeals process. Both the policy and the accompanying regulation refer the reader to the Special Promotion and Retention of Students Handbook (located on the EDSL webpage), for information regarding an appeals process when there is a dispute in a decision regarding a student's placement.
<b>9. JH-R-2, Online School Student Participation and Absences</b>	Education Insights	Q4	<b>Regulation JH-R-2, Online School Student Participation and Absences</b> , addresses the various ways to document student attendance and participation in CDE approved online schools and programs. JH-R-2 was revised by removing language surrounding emails from students regarding course content, and expands that option to allow for student messages through district-provided messaging systems (which could also include emails).

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<b>10. JJ, Student Activities</b>	Achievement, Learning and Leadership	Q4	<b>Policy JJ, Student Activities</b> , provides guidelines for conducting student activities in the District. JJ was revised to include language surrounding the development of the whole child into an empowered citizen, in addition to language covering adequate supervision during student activities.
<b>11. JJA, Student Organizations</b>	Achievement, Learning and Leadership	Q4	<b>Policy JJA, Student Organizations</b> , authorizes the formation of clubs or student organizations. JJA was recommended for one revision – added language regarding having adequate supervision. The bulk of the revisions are in the accompanying regulation, such as allowing certain clubs to meet off site (i.e. climbing or cycling clubs).
<b>12. JJC, Student Performances/Exhibits/Competition</b>	Achievement, Learning and Leadership	Q4	<b>Policy JJC, Student Performances/Exhibits/Competition</b> , recognizes the educational value students can accrue from participation in performances, exhibits and/or competition. JJC was recommended for revisions to include a cross-reference to the District's graduate profile and deletion of outdated language (i.e. "good taste should be used....").
<b>13. JJG, Contests for Students</b>	Achievement, Learning and Leadership	Q4	<b>Policy JJG, Contests for Students</b> , provides guidance dealing with outside agencies conducting student contests in District schools. JJG was recommended for revisions that address the approval and responsibility of the building principal when dealing with outside influences.
<b>14. JM, Student Awards, Honors and Scholarships</b>	Achievement, Learning and Leadership	Q4	<b>JM, Student Awards, Honors and Scholarships</b> , addresses criteria to be considered when presenting awards to students. JM was reviewed by the Board's Policy Committee and there are no significant revisions recommended at this time.
<b>15. KBE, Relations with Parent Organizations/Associations</b>	Communications	Q3	<b>KBE, Relations with Parent Organizations/Associations</b> , is an endorsement by the Board of the purpose of the parent-teacher associations/organizations in the District. KBE was reviewed by the Board's Policy Committee and there are no recommended revisions at this time.

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<b>16. KDDA, Media Relations, Press Releases, Conferences and Interviews</b>	Communications	Q3	<b>KDDA, Media Relations, Press Releases, Conferences and Interviews</b> , establishes the Superintendent or Chief Communications Officer as the news media liaison. KDDA was updated to refer to the Chief Communications Officer by the correct title, with no other significant revisions recommended. <b>Regulation KDDA-R</b> was also updated to refer to the Chief Communications Officer by the correct title, in addition to rewording the paragraph about students with special needs, and the use of person-first language.
<b>17. KHB, Advertising in Schools/District</b>	Communications and Volunteer Services/Community Partnerships	Q3	<b>KHB, Advertising in Schools/District</b> , was reviewed by the Board's Policy Committee, and only one minor change is recommended: changing "separately within each level" to "within each school by the principal." This revision clarifies who has the authority to enter into these "less than \$1000" contracts. <b>Regulation KHB-R</b> was reviewed and there are no recommended revisions at this time.
<b>18. KHE, Political Solicitations in Schools/District</b>	Communications	Q3	<b>KHE, Political Solicitations in Schools/District</b> , prohibits political campaigning on District/School property, unless certain exceptions exist. KHE was reviewed by the Board's Policy Committee and there are no recommended revisions at this time.
<b>19. ADC-GBED, Tobacco-Free District</b>	Security	Q3	<b>Policy ADC-GBED, Tobacco-Free District</b> , prohibits the use of any tobacco, nicotine delivery device, or simulated tobacco product, by any person, including but not limited to employees and visitors, while in or on any District property or premises or while attending any District-sponsored event or activity. Policy ADC-GBED was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>20. AEC, Annual Reporting to the Public</b>	Board of Education	Q3	<b>Policy AEC, Annual Reporting to the Public</b> , requires that the Board report data on the status of its Strategic Plan Goals to the public on at least an annual basis. Policy AEC was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.

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<b>21. AED, Accreditation</b>	Board of Education	Q3	<b>Policy AED, Accreditation</b> , discusses the accreditation of the District by the State, and the District accreditation of District 11 schools. Policy AED was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>22. BCB, BCB-E-1, and BCB-E-2, Board of Education Member Conflict of Interest</b>	Board of Education	Q3	<b>Policy BCB, Exhibit BCB-E-1, and Exhibit BCB-E-2, Board of Education Member Conflict of Interest</b> , discusses potential conflicts of interest pertaining to Board members. The exhibits are for Board members to use when reporting potential conflicts. BCB-E-2 was updated to reflect the most recent version of the Disclosure to Secretary of State form. There were no additional substantial revisions to Policy BCB or Exhibit BCB-E-1.
<b>23. BDD, Board of Education-Superintendent Relationship</b>	Board of Education	Q3	<b>Policy BDD, Board of Education-Superintendent Relationship</b> , establishes the Board's relationship with the Superintendent. Policy BDD was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>24. BEDI, Media at Board Meetings</b>	Communications	Q3	<b>Policy BEDI, Media at Board Meetings</b> , welcomes media representatives to attend Regular and Special meetings of the Board. Policy BEDI was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>25. BG, School Board of Education Policy Process</b>	Board of Education	Q3	<b>Policy BG, School Board of Education Policy Process</b> , explains the process for Board policy development, review and application. Policy BG was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>26. BHC, Board Communications with Staff</b>	Board of Education	Q3	<b>Policy BHC, Board Communications with Staff</b> , encourages employees and staff to communicate with the Board. Policy BHC was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.

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<b>27. BID/BIE and BID/BIE-E, Board of Education Member Compensation and Expenses/Insurance/Liability</b>	Board of Education	Q3	<b>Policy BID/BIE and Exhibit BID/BIE-E, Board of Education Member Compensation and Expenses/Insurance/Liability</b> , discuss Board member reimbursement for various Board expenses. These items were reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>28. BJA, Legislative Program</b>	Board of Education	Q3	<b>BJA, Legislative Program</b> , requires the Board to annually adopt a legislative agenda, and appoint two legislative liaisons. Policy BJA was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>29. CB and CB-R, School Superintendent</b>	Board of Education	Q3	<b>CB and CB-R, School Superintendent</b> , establish the Superintendent's position in the District. These items were reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>30. CBD, Superintendent's Contract</b>	Board of Education	Q3	<b>CBD, Superintendent's Contract</b> , discusses the terms of the Superintendent's contract. Policy CBD was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>31. CBI, Evaluation of Superintendent</b>	Board of Education	Q3	<b>CBI, Evaluation of Superintendent</b> , discusses the purposes of the Superintendent's evaluation. Policy CBI was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>32. DBI, Budget Implementation</b>	Board of Education	Q3	<b>DBI, Budget Implementation</b> , establishes the adopted budget as the spending plan for the ensuing year, and the representatives authorized to make expenditures. Policy DBI was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>33. EBCA, Disaster Plans</b>	Security/Risk Management	Q3	<b>Policy EBCA, Disaster Plans</b> , requires that principals and administrators have a plan of action adapted to local conditions to be carried out in each emergency. Policy EBCA was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.

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<b>34. EBCD-R, Weather-Related Emergencies</b>	Security/Risk Management	Q3	<b>Regulation EBCD-R, Weather-Related Emergencies</b> , discusses procedures to be followed during weather-related emergencies. EBCD-R was a stand-alone item; meaning the policy that it was attached to was repealed (more than 20 years ago). There was also no corresponding CASB policy covering this topic. The recommendation of the Policy Committee was to delete the regulation, and add it to the safety standards issued by the Manager of Safety and Loss Prevention in the Risk Management Department.
<b>35. EEAA and EEAA-R, Transportation Eligibility</b>	Transportation	Q3	<b>Policy EEAA, Transportation Eligibility</b> , establishes when students are eligible for District 11 transportation services. EEAA was revised to include references to Regulation EEAA-R for exceptions to the general rules of the policy, specifically surrounding transportation to magnet programs/schools (Buena Vista Montessori, the Dual Language Immersion Program, Gifted Magnet sites, and other magnet programs/schools yet to be established.)
<b>36. EEAC and EEAC-R, Bus Scheduling and Routing</b>	Transportation	Q3	<b>Policy EEAC, Bus Scheduling and Routing</b> , discusses the scheduling and establishment of student transportation routes throughout the District. EEAC was revised to include references to the transportation of students to the magnet schools and programs in the District (Buena Vista Montessori, the Dual Language Immersion Program, Gifted Magnet sites, and other magnet programs/schools yet to be established.)
<b>37. GBI, Criminal History Record Information</b>	Human Resources	Q3	<b>Policy GBI, Criminal History Record Information</b> , is a new policy adopted by the Board of Education. The policy addresses the retention and destruction of criminal justice and criminal history record information that comes into the possession of District 11 and authorized individuals within the District. The policy is required to be in place pursuant to state and federal laws.



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<b>38. IHCD, IHCD-R-1, IHCD-R-2, IHCD-R-3, and IHCD-E, Postsecondary Enrollment</b>	Achievement, Learning & Leadership	Q3	<b>Policy IHCD, Postsecondary Enrollment</b> , establishes the ways District students can complete postsecondary courses via Concurrent Enrollment, Extended Studies, or Career and Technical Education (CTE). IHCD and the regulations <b>IHCD-R-1, IHCD-R-2, and IHCD-R-3</b> , were revised primarily to align with revisions to Colorado state laws covering Concurrent Enrollment. In addition, language was added to the policy and regulations to address practices at Odyssey Early College, homeschool use of concurrent enrollment, and the emerging direction in the academic plan and the equity policy. The policy also reflects a shift in practice that emphasizes concurrent enrollment under the direction of new state legislation. As a result, we have shifted our fiscal priorities to better serve all students who wish to access postsecondary programming, which aligns to their Individualized Career and Academic Plan (ICAP). There were 3 exhibits ( <b>IHCD-E-1, IHCD-E-2, and IHCD-E-3</b> ) that were replaced with a new exhibit ( <b>IHCD-E, Concurrent Enrollment Flowchart</b> ). The old exhibits were all forms to participate in the various post-secondary options, and they are now all accessible on the Concurrent Enrollment web page.
<b>39. IKD-R-1, Colorado Seal of Biliteracy for High School Diplomas</b>	Global Languages	Q3	<b>Regulation IKD-R-1, Colorado Seal of Biliteracy for High School Diplomas</b> , was adopted in the spring of 2020. IKD-R-1 allows for high school graduates to be credentialed as biliterate, if the graduate can communicate at the intermediate-mid proficiency range or higher in another language as well as at a high level in English. In order to earn the Seal, students who are seniors must demonstrate their mastery of both English and another world language using various criteria. The version of IKD-R-1 adopted in 2020 had the ACT as an option for students to demonstrate English literacy. The CDE is no longer allowing ACT to be included in this body of evidence. Therefore, to align with the state, IKD-R-1 was revised to remove the ACT as a form of demonstration of English literacy.
<b>40, KCA, School Community Relations</b>	Communications	Q3	<b>Policy KCA, School Community Relations</b> , establishes the District goal of fostering and enhancing District/school and community relations, and supporting and fostering positive interaction between local school, business, civic, and government entities. Policy KCA was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.

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<b>41. KCB, Community Involvement in Decisionmaking</b>	Communications	Q3	<b>Policy KCB, Community Involvement in Decisionmaking</b> , encourages residents of the community to take an active part in school affairs by acting as advisors individually or in groups. Policy KCB was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>42. KDA, Public Information/School Communications Program</b>	Communications	Q3	<b>Policy KDA, Public Information/School Communications Program</b> , discusses the maintenance of a program for distributing information to keep the public informed. Policy KDA was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>43. KI and KI-R, Visitors to District Schools</b>	Security	Q3	<b>Policy KI and Regulation KI-R, Visitors to District Schools</b> , discuss the requirements for individuals visiting District buildings. There are no significant revisions recommended to the policy at this time. There was one revision made to the regulation, requiring employees visiting buildings other than their own, to follow the same authorization procedures as non-staff, also requiring staff to wear their District badge and make that available prior to entering a building.
<b>44. KJK, District Relations with Political Organizations</b>	Communications	Q3	<b>Policy KJK, District Relations with Political Organizations</b> , discusses when students may or may not attend partisan political events in the community. Policy KJK was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.
<b>45. KJJ, Relations with Community Fund-Raising Groups</b>	Communications & Volunteer Services	Q3	<b>Policy KJJ, Relations with Community Fund-raising Groups</b> , requires the coordination of fund-raising activities through the District's Volunteer Services and Community Partnerships Department. Policy KJJ was reviewed by the Board's Policy Committee and there are no significant recommended revisions at this time.

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<b>46. DBI, Budget Implementation</b>	Business Services	Q2	<b>Policy DBI, Budget Implementation</b> , establishes that the adopted budget is the controlled spending plan for the ensuing year. DBI was revised to include the Executive Director of Procurement and Contracting as an authorized individual to coordinate contractual commitments in accordance with Board Policy DJ, Procurement and Contracting.
<b>47. DJ, Procurement and Contracting</b>	Procurement	Q2	<b>Policy DJ, Procurement and Contracting</b> , establishes the District's acquisition system, and the components and characteristics of that system. Policy DJ was revised to include a paragraph specifying that purchases made with federal grant awards will comply with federal law 2 CFR 200-317-326, as applicable, and will include clauses from the Clean Air Act and the Byrd Anti-Lobbying Amendment.
<b>48. EBCE, EBCE-R-1, and EBCE-R-2, District/School Closings, E-Learning Days, Activity-Related Cancellations, Late Starts, and Early Releases</b>	Human Resources and Facilities	Q2	<b>Policy EBCE, District/School Closings, E-Learning Days, Activity Related Cancellations, Late Starts and Early Releases</b> , along with <b>Regulation EBCE-R-1</b> , address procedures to be followed when situations exist causing schools to be closed, delayed, or released early, as well as activity related cancellations, late starts and early releases. The policy and regulation were both revised to allow for e-learning days to be an option as an alternative to closing schools. Revisions to the policy also include allowing District-supported and/or sponsored evening meetings, activities, community classes, etc., to have the option of continuing in a remote/electronic fashion. In addition, there is a new <b>Regulation EBCE-R-2</b> , which defines electronic or e-learning days, in alignment with CDE guidelines.
<b>49. IHBAA, IHBAA-R, IHBAA-E-1, and IHBAA-E-2, Response to Intervention (Rti) (new title: Multi-Tiered System of Supports (MTSS))</b>	Achievement, Learning and Leadership/ Student Success and Wellness	Q2	<b>Policy IHBAA, IHBAA-R, IHBAA-E-1, and IHBAA-E-2, Response to Intervention (Rti) (new title: Multi-Tiered System of Supports (MTSS))</b> , addresses the framework in place to improve educational outcomes for all students. IHBAA was revised to include a change of the title to Multi-Tiered System of Supports (MTSS). MTSS includes Rti, as well as other types of supports. MTSS is the umbrella, and Rti falls under the MTSS umbrella. Revisions also include the addition of equity language in alignment with the District's strategic plan, guaranteeing an equitable ecosystem of practices. The regulation, IHBAA-R, and the exhibits, IHBAA-E-1 and IHBAA-E-2, were all deleted. The information contained in these items can now be located on the MTSS web page.

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<b>50. IHBB and IHBB-R, Gifted and Talented Education</b>	Achievement, Learning and Leadership/ Gifted and Talented	Q2	<b>Policy IHBB and Regulation IHBB-R, Gifted and Talented Education</b> , establish the District's comprehensive programming for the identification and education of gifted students. These items were revised by including equity language in alignment with the District's strategic plan, as well as the expansion of the areas where students can be identified as gifted, in alignment with state guidelines.
<b>51. IHBIB, Preschool/ Kindergarten Education</b>	Achievement, Learning and Leadership	Q2	<b>Policy IHBIB, Preschool/Kindergarten Education</b> , establishes the Preschool and Kindergarten programs in District 11. IHBIB was revised to include person-first language ('children with an IEP' and 'students who have been identified...'), as well as the addition of language addressing kindergarten students being allowed to enroll in District schools via a choice application.
<b>52. IHD, Adult/Community Education</b>	Achievement, Learning and Leadership	Q2	<b>Policy IHD, Adult/Community Education</b> , establishes the Adult and Family Education program in Colorado Springs School District 11. IHD was revised to include: deletion of language regarding tuition and book fees, no longer allowed under state of Colorado guidelines; and the addition of the language, "or have made significant progress," added to encourage and recognize students when they have made significant progress.
<b>53. IJL, IJL-R, IJL-E-1, IJL-E-2, IJL-E-3, and IJL-E-4, Library Media, Selection, Adoption, Acquisition, and Reconsideration</b>	Instructional Technology and Library Services	Q2	<b>Policy IJL, Regulation IJL-R, and Exhibits IJL-E-1, IJL-E-2, IJL-E-3, and IJL-E4, Library Media, Selection, Adoption, Acquisition and Reconsideration</b> , discuss the maintenance and development of library collections in District 11. The policy and regulation were revised by deleting language regarding the acquisition of instructional materials, since that is addressed in another policy (IJL only addresses library materials, not instructional materials). In addition, paragraph three of the policy was revised to refer to the District's equity policy, and a broader statement that is intended to encompass a diverse range of perspectives. The exhibits were all reviewed by the Board's Policy Committee with no recommendations to revise at this time.

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<b>54. JS-E-2, Student Electronic Device Letter of Agreement</b>	Instructional Technology and Library Services	Q2	<b>Exhibit JS-E-2, Student Electronic Device Letter of Agreement</b> , establishes the responsibilities for students when provided an electronic device by their school. The exhibit is revised to include parents/guardians in the responsibility of repair and replacement costs, to include a cross-reference to a new Exhibit, JS-E-4, listing standard repair/replacement costs (to be updated annually, allowing for depreciation values), and the addition of a statement requiring schools to work with students/parents/guardians in repair and/or replacement plans when needed.
<b>55. JS-E-4, 20/21 Standard Repair Placement Prices</b>	Technical and Support Services	Q2	<b>Exhibit JS-E-4, 20/21 Standard Repair Placement Prices</b> , replaces the old version of JS-E-4, Annual Student Device Technology Fee for Take Home Devices. Exhibit JS-E-2 covers all that needs to be in place before students are provided a device, and the initial fee for receiving a device is no longer applicable (both topics covered in the old version of JS-E-4). This new version of JS-E-4 lists the standard repair/replacement costs for electronic devices and parts that are provided to students by their schools. JS-E-4 will be updated annually, allowing for depreciation values.
<b>56. KF and KF-R, Community Use of District Property (For Non-District Use)</b>	Procurement	Q2	<b>Policy KF and Regulation KF-R, Community Use of District Property (For Non-District Use)</b> , address situations where the District might permit the non-District rental of its property where such property is not needed for District purposes. Both the policy and regulation were reviewed by the Board's Policy Committee and there are no recommended revisions at this time.
<b>57. JFABD and JFABD-R, Admission of Homeless Students</b>	Achievement Learning and Leadership/ Title 1	Q2	<b>JFABD, Admission of Homeless Students</b> , addresses the District's alignment with state and federal laws, the District's commitment to homeless students not being segregated or stigmatized, and that decisions are made in the best interests of the student. JFABD was revised to align terms and definitions with the federal definitions (the McKinney-Vento Homeless Assistance Act).

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<b>58. ADD-R, Safe and Secure Schools Plan</b>	Security	Q1	<b>Regulation ADD-R, Safe and Secure Schools Plan</b> , outlines procedures for keeping schools safe and secure. There was one revision made to ADD-R, involving added language addressing what a Campus Security Officer must do in order to open carry a firearm.
<b>59.AH, Application of Board Policy Manual</b>	Superintendent	Q1	<b>Policy AH, Application of Board Policy Manual</b> , is a new policy addressing the application of the Board of Education's Board Policy Manual. The Board's Policy Manual covers topics ranging from foundations and basic commitments of the District, to education agency relations. The purpose of Policy AH is to commit to writing that the Board Policy Manual, and all the policies, regulations and exhibits contained within, are applicable regardless of whether instruction and business operations are being conducted in person, or remotely.
<b>60.DD, Grants-Pre-Award Planning and Budgeting</b>	Grants	Q1	<b>Policy DD, Grants - Pre-Award Planning and Budgeting</b> , discusses the process for reviewing, writing and submitting grant applications. DD was revised because of the Covid-19 pandemic. Such a situation constitutes an emergency or condition, necessitating alternative ways to approve grant applications. DD was revised by adding a paragraph addressing emergency conditions, and the allowance of other documentable forms of approval in lieu of signature approval. The accompanying regulations ( <b>DD-R-1 and DD-R-2</b> ) and accompanying exhibits ( <b>DD-E-1 and DD-E-2</b> ) were also reviewed by the Board's Policy Committee, with no revisions recommended at this time.
<b>61.DE, Grants-Post-Award/Expenditures/Disbursements</b>	Grants	Q1	<b>Policy DE, Grants - Post-Award/Expenditures/Disbursements</b> , addresses the applicable procedures to be followed once a grant has been awarded. DE was revised by adding language allowing for a funder to require formal approval, assurances, or any other award documents, in addition to language allowing other documentable forms of approval in lieu of signature approval, when emergency conditions exist (such as a pandemic). The accompanying regulations and exhibits ( <b>DE-R-1, DE-R-2, DE-R-3, DE-R-4, DE-R-5, DE-E-1, DE-E-2, and DE-E-3</b> ) were also reviewed. DE-R-2 was revised by also allowing for other documentable forms of approval in lieu of signatures, when emergency conditions exist. There were no substantial revisions required for the remaining regulations and exhibits.

Title	Department Owner	Quarter Ad-dressed	Status What happened?
<b>62. DJG, Vendors Relations</b>	Procurement	Q1	<b>Policy DJG, Vendor Relations</b> , provides the components that are to be used in the development of vendor relations. DJ was reviewed by the Board's Policy Committee and there are no recommended revisions at this time.
<b>63. IHB, Parent/Guardian and Family Engagement in Title I Education</b>	Title I	Q1	<b>Policy IHB, Parent/Guardian and Family Engagement in Title I Education</b> , establishes the goals of parents/guardians and family engagement in Colorado Springs School District 11. The policy was developed in collaboration with parents/guardians of students participating in Title I District programs. Both the policy and its regulation, <b>IHB-R</b> , were reviewed by the Board's Policy Committee and there are no recommended revisions at this time.
<b>64. IKF, Graduation Requirements</b>	Executive Directors of School Leadership	Q1	<b>Policy IKF, Graduation Requirements, Regulation IKF-R-1, Regulation IKF-R-2, and Exhibit IKF-E</b> , provide the information necessary to become a high school graduate in Colorado Springs School District 11. The state of Colorado's new graduation guidelines were scheduled to be implemented for the first time for the class of 2021. However, the menu of options for demonstrating readiness for graduation includes the SAT, ACT, Accuplacer and IB assessments, some of which were canceled or limited in the spring of 2020 due to the Covid-19 pandemic. On July 8, 2020, the state board of education granted districts flexibility with the state's graduation options because of the disruption to learning and the cancellation or limited availability of several of the tests in the spring of 2020. This flexibility allows schools and districts to use local assessments or grades to confirm students' readiness for graduation in the 2020-21 school year. Full implementation of the state's college and career ready graduation benchmarks for students are anticipated to continue for the 2021-22 school year. The revisions to the IKF series involve changing the start of the new graduation requirements to begin with students starting high school in 18/19, rather than 17/18 (2022 graduates).
<b>65. IKFB, Exclusion from Graduation Exercises</b>	Student Support and Engagement	Q1	<b>Policy IKFB, Exclusion from Graduation Exercises</b> , provides information about when a student might be excluded from a graduation exercise. The Board's Policy Committee reviewed IKFB, and there are no recommended revisions at this time.

Title	Department Owner	Quarter Ad-dressed	Status What happened?
<b>66. JH, Student Absences and Excuses (Except for Truant, Suspended and/or Expelled Students)</b>	Student Support and Engagement	Q1	<b>Policy JH, Regulation JH-R-1, and Regulation JH-R-2, Student Absences and Excuses (Except for Truant, Suspended and/or Expelled Students)</b> , stress the importance of good attendance for students, the different types of absences, and how to capture attendance for students attending a CDE approved online school. There were no revisions necessary for the policy and Regulation JH-R-1. JH-R-2 was revised to clarify that the regulation applies to CDE approved online schools and programs.
<b>67. JHB, Truancy</b>	Student Support and Engagement	Q1	<b>Policy JHB, Truancy</b> , specifies how a student is determined to be truant. JHB was reviewed by the Board's Policy Committee and there are no revisions recommended at this time.
<b>68. JHD, Exclusions and Exemptions from School Attendance</b>	Student Support and Engagement	Q1	<b>Policy JHD, Exclusions and Exemptions from School Attendance</b> provides information about when a student might be denied admission to a District 11 school. JHD was reviewed by the Board's Policy Committee and there are no revisions recommended at this time.
<b>69. JICF, Gang Activity</b>	Student Support and Engagement	Q1	<b>Policy JICF, Gang Activity</b> , defines gangs and gang activity, and establishes the position in District 11 that gang activity is unsafe and disruptive. A review of JICF was prompted by the passage of the Crown Act (Colorado House Bill 20-1048). Crown is an acronym for "Creating a Respectful and Open World for Natural Hair." The bill specifies that, for purposes of anti-discrimination laws in the context of public education, employment practices, housing, public accommodations, and advertising, protections against discrimination on the basis of one's race includes traits historically associated with race, such as hair texture, hair type, and protective hairstyles. Protective hairstyles include such hairstyles as braids, locs, twists, tight coils or curls cornrows, bantu knots, afros, and headwraps. The passage of the Crown act necessitates a review of both staff and student policies that may unintentionally target ethnic hair and styles, and ensure that our schools and the District are not enforcing policies that target ethnic hair and styles. JICF addresses hair as well as other factors that can be indicative of gang activity. The recommended revisions include deletion of "hairstyle" as well as the other factors, to keep in compliance with the Crown Act, but also to allow for changes in identifying factors. The signs of gang activity are constantly changing, and the policy as revised allows for a broader definition to encompass any changes.



Title	Department Owner	Quarter Ad-dressed	Status What happened?
<b>70. Student Discipline</b>	Student Support and Engagement	Q1	<b>Policy JK, Student Discipline</b> , discusses the development and enforcement of a regulation to address disciplinary infractions and actions in the District. JK was reviewed by the Board's Policy Committee, and there are no revisions recommended to JK at this time. <b>Regulation JK-R</b> was also reviewed by the Policy Committee, and did require some revisions. During the 2016-2017 school year there was a significant reduction of behavior codes in the Q system. This was done in order to align the District with state statute, to minimize the outlier incidents, and to streamline data processing. The list has been expanded in collaboration with the CSEA. The revised regulation addresses classroom behavior that the teacher is largely the one to address, in addition to minor, major, and material & substantial behaviors. These three behaviors are outside the nexus of control of the teacher. The minor, major and the material and substantial behaviors are significant and can lead to potential suspension or expulsion. The regulation was revised to reflect this language.
<b>71. JKB, After School Detention of Students</b>	Student Support and Engagement	Q1	<b>Policy JKB, After School Detention of Students</b> , addresses the option of after-school detention for students. JKB was reviewed by the Board's Policy Committee, and there are no substantial revisions recommended at this time.
<b>72. JO, Employment of Students</b>	Student Support and Engagement	Q1	<b>Policy JO, Employment of Students</b> , discusses age certificates and school release permits for students to work on school days during school hours. The policy was reviewed by the Board's Policy Committee and there are no revisions recommended at this time. <b>Exhibit JO-E-1, Age Certificate, and Exhibit JO-E-2, School Release Permit</b> were both reviewed as well. The only revisions to these exhibits involve updating the District 11 logo.
<b>73. KDB, Public's Right to Know/Freedom of Information</b>	Archives and Records	Q1	<b>Policy KDB and Regulation KDB-R, Public's Right to Know/Freedom of Information</b> , address the public's access to information and data regarding District 11 and procedures for information requests. The policy and regulation were both reviewed, by the Board's Policy Committee, and there are no revisions recommended at this time.