Welcome and Introductions: – Tamela Stoehr, PSB Chair. The meeting of the Academy School District 20 Parent Sounding Board (PSB) was called to order at 9:10 a.m. at the Academy 20 EAC.

- Safe2Tell will be presented later on the agenda based on a comment card request for further information.
- Email to psbd20@gmail.com for questions or other topics you wish to be discussed.

Board of Education Report: Mr. Doug Lundberg, BOE President/PSB Liaison

- Approved calendar
- Renewed Dr. Hatchell’s contract
- Reviewed code of conduct for BOE and policies
- Approved adjustment of district budget for head count and adjusted fund balance
- Last month focus group re: ends policies – haven’t received formal report back

Superintendent Welcome: Dr. Mark Hatchell, Superintendent

- Contract renewed at last BOE meeting
- School Finance Act of 1994, guess to be rewritten - 2 bills introduced, school finance for coming school year possible increase 2.2 – 2.3 % (about 3-4 million.) Colorado DOE are $26 million short because of negative budget. The 2nd part is Michael Johnson complete rewrite of the School Finance Act. Increase will be $1 billion go to November ballot for approval. Anticipate a ballot increase income tax at a graduated rate unlike now with a flat rate. School Finance Act now is about $3 billion short. If successful then decide how to distribute, if not approved then revert to the 1994 Act.

IB and AP: Karin Reynolds, Deputy Superintendent & School IB Coordinator with Alison Flaherty from DCC.

PowerPoint and chart attached

- More college credit doesn’t really help one decide and will discuss the difference between the 2 programs.
- At DCC coordinated with TAG and AP teachers for this presentation
- AP = direct route
- IB = process of getting to college

Q: If student already has confidence and firm in ideas about college then would AP be better?
A: not necessarily because rather than learning what happened on certain date (for AP) the next question is what would have happened if things were different at that time in history (IB).

A: the “familiarity gap” is closing. AP has been around much longer. IB not as familiar inside USA.

Q: What is DP?
A: part of the IB program it is the Diploma Program completed in 11th & 12th grades.

Colorado Revised Statute 23-1-113.2 minimum of 24 credits except The Colorado College and University of Denver. USAFA uses it to determine admissions.

Q: where is the best place to get this information from the district?
A: USE DCC webpage

Q: is there a district resource?
A: yes, learning services team

Can also refer to Alison or any IB coordinator will help

Q: Not every student is meant for IB but AP allows a student to focus on a strength also true for AP – rigor high expectation provide profiles to schools and discuss the courses ASD20 offers even if not AP or IB.

Q: requirement to take exam, if still in DP program and AP, and going to academy what is the benefit to the student
A: take AP test is up to the school, at dcc highly encourage to take the exam and DP then you take the exam, DP you must take exams to complete the program.

Q: parents pay for the exam, what if they can’t afford?
A: funds can come from school, like Kings Soopers card so families don’t have to also state funding is available,

Would link the test to assessment but IB is different because buying into the IB program

Q: IB - different school?
A: no part of the school

Q: conflict with multiple testing?
A: ACT, AP and IB tests are not conflicted

Q: training for teachers for IB and AP?
A: requirement for DP teachers to go to training, middle years at least 1 per team subject for training and primary is also 1. AP has training done by college boards and teachers sent but not as structured as IB – rotating training schedules

Q: new IB longitude studies
A: last year a study was done, is on the IBO website, college recognition

http://www.ibo.org

Q: panel of 15 IB students returning after first semester freshman college year
A: first semester college was fairly easy.

Q: IBO comes in assesses? Does AP have the same?
A: yes, AP audits, every single course every year.
Legislative Update: Ms. Patricia Richardson, Director of Legal Services

Mrs. Richardson provided a legislative update to the group, handout attached.

Federal update: the threat of sequestration still looms. If across the board cuts are 10%, the impact to our district will be $700,000 per year for ten years, effective 2013-2014, except that Impact Aid cuts will be effective this year. No progress has been made in Washington on reauthorization of No Child Left Behind.

Colorado update: the most important bill of this legislative session will be Senator Johnston’s school finance act. It’s about adequacy and equity of public school funding and is contingent on Colorado voters approving a tax increase in November, 2013.

Mrs. Richardson highlighted the following bills from her legislative update:
- House Bill 1021
- House Bill 1037
- House Bill 1081
- House Bill 1095
- House Bill 1170
- House Bill 1171
- Senate Bill 38

PE Requirements: Annie Hritz, Curriculum/Instruction Director

New Health standards were adopted in 2009.
Q: What are the PE requirements?
A: The graduation requirement for PE is 3 credits.
Q: If a student is in marching band, sports, club sports can he/she receive PE credit?
A: No. Students need to receive PE standards-based instruction from a PE teacher.
Q: If P.E. teacher is a coach and a student is on the coach’s team, can that count as a PE credit?
A: No.
Q: Is the online PE course the same as the courses in school?
A: Yes and it is an accredited course.
Q: Is there a way to get PE state standards readdress?
A: They were developed by P.E. teachers under the facilitation of the Colorado Department of Education (CDE) and are approved by the State Board of Education. Academy School District 20 is in favor of these standards. If you’d like to see them, go to the CDE Website. [CDE Standards]

Safe2Tell: Susan Payne, Director of Safe Schools, Colorado Office of the Attorney General and the Founding Executive Director of Safe2Tell

Impact report attached.
- Core elements of school safety – police officers – unspeakable tragedies, to children – could have been prevented.
• Willingness to call 911 if suspicious or threatening behavior – if I call – identified witness there is no protection and fear retaliation so learn a sensitivity to it. Kids are not willing to tell parents – you will take the electronics and online access away.
• Safe school hotline is only effective with willingness to call
• Most calls into Safe2Tell are after school hours
• Co state information safety can request information be removed from Instagram and Facebook
• Safe2tell has texting available and JeffCo test pilot and calls. Student suicide under 15 deaths from the year before Safe2Tell was started which was 85 deaths

Q: website impact report
A: we will scan it into the minutes
Q: texting for Safe2Tell
A: not in this district yet, D20 is looking into text reporting but there is an associated cost.
Q: parents can call Safe2Tell
A: yes

**Internet Safety/District Policies on Internet Usage:** Shelley Kooser, Chief Information Officer
PowerPoint attached
• First year that didn’t have to sign the online form for their student using the ASD20 network - you have agreed by default
• If use network there is no expectation of privacy.
• Personal device network, at future meetings for Wi-Fi access.
• Students are encouraged to use the personal device

Q: are you able to monitor international sites
A: no we only monitor traffic that interfaces with the ASD20 network. We do monitor the student home drives and all web traffic goes through district filters.
comment: digital resume begun the day they are on Facebook
“iSafe” program for internet safety was purchased by it IT Educational Services department
Filter is required due to Children’s Internet Protection Act and receive funds from e-rate.
Moving to new filter to “iBoss” from St. Bernard.
Acts much the same way so teachers can request access for certain sites. Hard to keep up since so many sites as more become available each day.
Q: how quickly does this happen?
A: usually within 24 hours.
Q: bandwidth, it can take the whole class period to log on
A: we have seen issues with this and most times it is caused by too many printers added to laptops carts. If this is an issue - we encourage the BTC to work with us on issues like this.
Q: once logged on then the laptops freeze
A: address with her directly
Bandwidth – home use is about 10mg to internet but school is 450 MB. Streaming video can be problematic to bandwidth since there are valid educational uses however
it’s hard to distinguish between valid uses and students who are downloading
videos for entertainment purposes.
Q: if bring in personal device will “dumb down” network to the slowest device
A: IT is aware, but realize this is just as important for students to bring in personal
device
Q: kids can sign in but need username
A: yes and an SSID which changes every month

Questions and Answer Session: Dr. Mark Hatchell, Superintendent

Polling in Broomfield and polled quite well.

Q: If Safe2Tell texting is effective, why D20 not offering?
A: Considering it, looking into the cost
Q: bring personal devices – what is the school’s responsibility and the kids have access
to this information. Filter does no good on the device if information already
loaded elsewhere.
A: There will always be issues around this. Wireless access at every school but it doesn’t
get everything so it goes back to the teacher as with all things in the past
supervision doesn’t go away.
Q: When on the grounds – D20 have right to take the device away?
A: Yes, students’ rights will be discussed in upcoming PSB meeting.
Q: Safe2tell is anonymous, but if go to school counselor is there still anonymity with an
incident report?
A: There is an extra layer of anonymity with Safe2Tell but we still encourage the kids to
tell faculty.
Q: staffing is much more but hard to access school counselors.
A: While students are the priority, there are a lot of responsibilities but spread thin –
need to bring it back to the counselors
Comment: Dr. Hatchell addressed rumor about taking away block scheduling at the
middle school level. This will not happen, no change in scheduling is planned.

ATTACHMENTS:

1. IB AND AP PowerPoint
2. Legislative Update Handout
3. Safe2Tell Impact Report
4. Internet Safety/District Policies on Internet Usage PowerPoint

Attendance: Tobi Lynn Arnold, Rita Baker, Bev Bodman, Cynthia Breland, Dee Brown,
Bonnie Burckel, Terri Chang, Teresa Dewey, Suzy Fischer, Diane Fredell, Candy
Jackson, Christina Jones, Daniel Luu, Birdy Malsom, Laura Mount, Tamela
Stoehr, Dawn Pappas, Dawn Ogrodn, Michelle Roderick, Crystal Ross, Kathy
Rush, Erin Slife, Carol Smuck, Kimberley Taylor-Beer, Peggy Trousil, Jackie
Walls, Heidi Welge, Connie Yen, & Karen Zink.
District Representatives:
Dr. Mark Hatchell ----------- Superintendent
Mr. Doug Lundberg --------- Board of Education President/PSB Liaison
Ms. Karin Reynolds -------- Deputy Superintendent
Ms. Pat Richardson ------- Director of Legal Services
Ms. Shelley Kooser ------- Chief Information Officer
Ms. Anne Krajcovic-------- EAC - Administrative Assistant
An Advanced Placement & Diploma Programme Comparison at Discovery Canyon Campus

Alison M. Flaherty, MEd
IB Diploma Coordinator

The Mission

<table>
<thead>
<tr>
<th>Advanced Placement</th>
<th>International Baccalaureate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Board’s mission is to connect students to college success and opportunity.</td>
<td>The IBO aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world.</td>
</tr>
</tbody>
</table>
Visual Representation of AP & DP

Advanced Placement

International Baccalaureate

What

Advanced Placement

College-level courses taught in high school. Emphasis on breadth of content coverage and developing a core of knowledge in a specific subject.

International Baccalaureate

Comprehensive curriculum of college level work with emphasis on depth of content, analysis and real world applications, including the Theory of Knowledge, CAS and an Extended Essay.
## Focus

<table>
<thead>
<tr>
<th>Advanced Placement</th>
<th>International Baccalaureate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Focus:</strong></td>
<td><strong>Program Focus:</strong></td>
</tr>
<tr>
<td>• What do we want out</td>
<td>• What do we want our</td>
</tr>
<tr>
<td>students to learn?</td>
<td>students to become?</td>
</tr>
<tr>
<td>• WHAT?????</td>
<td>• WHY????</td>
</tr>
</tbody>
</table>

## Exams

<table>
<thead>
<tr>
<th>$93 per exam taken</th>
<th>$775 over two years</th>
</tr>
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<tbody>
<tr>
<td>Exams based on specific</td>
<td>Exams based on broad</td>
</tr>
<tr>
<td>course content</td>
<td>understanding &amp; analysis of</td>
</tr>
<tr>
<td></td>
<td>what the student has</td>
</tr>
<tr>
<td></td>
<td>learned</td>
</tr>
<tr>
<td>Multiple choice &amp; essay</td>
<td>Majority of exams are</td>
</tr>
<tr>
<td></td>
<td>written papers. Some</td>
</tr>
<tr>
<td></td>
<td>have oral exams.</td>
</tr>
<tr>
<td></td>
<td>A percentage of the final</td>
</tr>
<tr>
<td></td>
<td>exam grade is through an</td>
</tr>
<tr>
<td></td>
<td>Internal Assessment (IA)</td>
</tr>
<tr>
<td></td>
<td>by the teacher. The IA</td>
</tr>
<tr>
<td></td>
<td>may be written, oral, a</td>
</tr>
<tr>
<td></td>
<td>performance, a portfolio</td>
</tr>
<tr>
<td></td>
<td>or a project depending on</td>
</tr>
<tr>
<td></td>
<td>the subject</td>
</tr>
</tbody>
</table>
Both programs are highly respected by colleges, universities and service academies. Each program is designed to enrich the high school experience and offer motivated, high achieving students an excellent opportunity to prepare for advanced study, and potentially earn college credit.

University Recognition

- Benefits for Admissions Consideration
- Benefits for Honors Programs Consideration
- Benefits for Scholarship Consideration
- Courses Waived
- College Credit
Many colleges will tell you that both programs are excellent and they are equivalent when you are taking a similar number of AP courses as DP courses at your school (if both are offered).

- CRS 23-1-113.2 states that all state institutions in Colorado shall award a minimum of 24 credits for students who hold an IB Diploma
- Colorado College and University of Denver also award credit for the IB Diploma. USAFA uses it to determine admissions and advanced course placement.

- Many colleges & universities award credit per subject even if the full diploma is not earned by the student.
Questions?
### An AP and DP Comparison at Discovery Canyon

Advanced Placement and the IB Diploma Program are both highly respected by major colleges, universities and service academies throughout the nation. Each program is designed to enrich the high school experience and offer motivated, high achieving students an excellent opportunity to prepare for advanced study and potentially earn college credit. The following chart demonstrates some of the differences between the two programs.

<table>
<thead>
<tr>
<th>Advanced Placement (AP)</th>
<th>IB Diploma Programme (DP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement</strong></td>
<td><strong>Mission Statement</strong></td>
</tr>
<tr>
<td>The College Board is a not-for-profit international membership organization committed to excellence and equity in education. The College Board’s mission is to connect students to college success and opportunity.</td>
<td>The International Baccalaureate® (IB) is a non-profit educational foundation, motivated by its mission, focused on the student. The IBO aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.</td>
</tr>
<tr>
<td>• <a href="http://www.collegeboard.com/apc">www.collegeboard.com/apc</a></td>
<td>• <a href="http://www.ibo.org/diploma">www.ibo.org/diploma</a></td>
</tr>
<tr>
<td><strong>College-level courses taught in high school</strong></td>
<td><strong>Comprehensive curriculum of college level work including Theory of Knowledge; Creativity, Action, and Service; and the Extended Essay</strong></td>
</tr>
<tr>
<td><strong>Emphasis on breadth of content coverage and developing a core of knowledge in a specific subject area</strong></td>
<td><strong>Emphasis on depth of content coverage, analysis, and the integration of content across subject areas</strong></td>
</tr>
<tr>
<td><strong>Course Focus</strong></td>
<td><strong>Program Focus</strong></td>
</tr>
<tr>
<td><strong>What do we want our students to learn?</strong></td>
<td><strong>What do we want our students to become?</strong></td>
</tr>
<tr>
<td>• Knowledge (course content)</td>
<td>• Knowledge (course content)</td>
</tr>
<tr>
<td>• Understanding (big ideas)</td>
<td>• Understanding (analysis)</td>
</tr>
<tr>
<td>• Do (obtain the skills)</td>
<td>• Do (obtain the skills)</td>
</tr>
<tr>
<td>• Be (further develop one’s attitudes, values and beliefs)</td>
<td></td>
</tr>
<tr>
<td><strong>Convergent—Students ask what more than why</strong></td>
<td><strong>Divergent—Students ask why more than what</strong></td>
</tr>
<tr>
<td><strong>Exam is content specific, designed to measure proficiency on specific AP objectives in a standardized multiple choice and essay format.</strong></td>
<td><strong>Students demonstrate their knowledge in a variety of formats including projects, oral presentations, and papers, in addition to the written exam.</strong></td>
</tr>
<tr>
<td><strong>Exams are based on specific course content with multiple choice questions and essays</strong></td>
<td><strong>Exams are based on a broad understanding of concepts and the analysis of course content: questions emphasize essay writing.</strong></td>
</tr>
<tr>
<td><strong>AP exams test what the student knows – test on course content</strong></td>
<td><strong>IB exams concentrate on the analysis of what the student knows and allows the students to show their knowledge in multiple ways: written, oral, portfolio, projects, etc.</strong></td>
</tr>
<tr>
<td><strong>Exams are graded externally by AP Teachers and college faculty ensuring that students receive scores that accurately reflect college-level achievement</strong></td>
<td><strong>Exam scores include teacher assessed components, as well as externally assessed exams, projects and orals that are developed and graded by educators from throughout the world.</strong></td>
</tr>
<tr>
<td><strong>Students can select AP classes that fit their strengths and that are independent of one another</strong></td>
<td><strong>• IB Diploma Candidates select courses from within a program of study that includes 6 subject areas including world language</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• IB Certificate Candidates select courses that fit their strengths and are independent of one another</strong></td>
</tr>
<tr>
<td><strong>National Exam is expected</strong></td>
<td><strong>International Exam is required</strong></td>
</tr>
<tr>
<td><strong>AP students may not sit for DP exams</strong></td>
<td><strong>DP students may sit for AP exams</strong></td>
</tr>
<tr>
<td><strong>No set cohort group</strong></td>
<td><strong>An ingrained sense of togetherness among DP cohort</strong></td>
</tr>
<tr>
<td><strong>AP students with exam scores of 3, 4 and 5 have the potential to earn college credit or advanced placement. (Colleges set their own policies.)</strong></td>
<td><strong>DP students who earn their diploma are guaranteed at least 24 credits at a Colorado public university. DP students with individual exam scores of 4, 5, 6 and 7 have the potential to earn college credit or advanced placement. (Colleges set their own policies.)</strong></td>
</tr>
<tr>
<td><strong>English students can choose AP English Language (1 year) and/or AP English Literature (1 year)</strong></td>
<td><strong>English students may choose from the following: AP English Language, AP English Literature, AP World History, AP US History, AP European History, AP Comparative Government and Politics, AP Psychology, AP U.S. Government and Politics, AP Comparative Literature, AP Literature and Composition</strong></td>
</tr>
<tr>
<td><strong>AP Calculus and AP Statistics are extremely content specific (1 year each)</strong></td>
<td><strong>AP Calculus AB and AP Calculus BC cover a broad range of math topics including, but not limited to: functions and graphs, limits and continuity, derivatives, integration, numerical methods, differential equations, and mathematical modeling. AP Statistics covers a broad range of statistical topics including, but not limited to: data description, probability, and statistical inference.</strong></td>
</tr>
</tbody>
</table>

Questions about AP should be addressed to Amy Huch Tegano at amy.tegano@asd20.org and questions about DP should go to Alison Flaherty at alison.flaherty@asd20.org; however, both can speak to you about choosing the right program for you and/or your student.

Updated 11/26/2012

DCC
Federal Update: The Budget Control Act of 2011 will impose across-the-board cuts to education and other domestic programs, unless Congress intervenes. Sequestration (the cancellation of budgetary resources) is still possible, as on New Year’s Eve, Congress agreed to delay the vote on sequestration until March 1, 2013. Our district receives approximately $7 million in federal funds annually, including Title I, IDEA and Impact Aid dollars. The percentage of cuts, if they happen, is still uncertain. If 10%, the impact on us would be $700,000 per year for ten years; if 6%, $420,000 per year for ten years, and if 5%, $350,000 per year for ten years. If sequestration happens, the cut to Impact Aid will be effective this March and the other cuts will occur in 2013-14. Federal funding to K-12 education comprises 1 percent of the federal budget. No progress has been made on reauthorization of ESEA (formerly known as No Child Left Behind).

State Update: In Colorado’s November election, Democrats regained control of the state House with a 37-28 margin while Democrats held their 20-15 majority in the Senate. Below is a summary of the bills related to education. The sources of this information are the Colorado General Assembly’s website (www.leg.state.co.us) and Education News Colorado (www.ednewscolorado.org/resources/education-bill-tracker). This should not be relied on as an official record of action taken by the Colorado General Assembly.

On Friday, February 8th, Senator Johnston’s school finance act is expected to be introduced. His goal is a new school finance formula that addresses both the “adequacy” of funding and the “equity” of how it’s distributed. Some key elements of Senator Johnston’s plan are: increases in base per-pupil funding, funding full-day kindergarten for all students and half-day preschool funding for all at-risk four year-olds, adding more money for ELL students and special education students and more emphasis on funding of at-risk students. The whole bill is contingent on voters approving a tax increase next November, which would generate possibly as much as $1 billion in new taxes.

This update is current as of noon on February 5, 2013.

<table>
<thead>
<tr>
<th>Bill #</th>
<th>Short Title</th>
<th>Bill Summary</th>
<th>Most Recent Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB13-1005</td>
<td>Basic Ed &amp; Career &amp; Tech Ed Pilot Program</td>
<td>This bill from the Educational Success Task Force directs the state community college board to implement a pilot program of 20 career and technical education certificate programs that combine basic education in literacy and math with career and technical education. Each certificate program must be designed to allow an eligible adult to complete the program within 12 months, and each course in a certificate program must combine literacy and math literacy with career and technical skills. Certificates will be available on a pilot basis to underemployed or unemployed adults who have insufficient levels of literacy or math skills.</td>
<td>01/28/2013 House Committee on Education Refer Amended to Appropriations</td>
</tr>
<tr>
<td>HB13-1006</td>
<td>K-12 Breakfast After The Bell Nutrition Program</td>
<td>The bill creates the “Breakfast After the Bell Nutrition Program,” which requires every school with 70 percent or more students eligible for free or reduced-cost lunch to offer a free breakfast to each student in the school. Individual schools may select a method and time to offer the breakfast, so long as it occurs after the first bell of the school day. Exemptions are made for small schools and school districts and for public and charter schools that do not currently participate in the federal school lunch program.</td>
<td>01/28/2013 House Committee on Education Refer Amended to Appropriations</td>
</tr>
<tr>
<td>HB13-1007</td>
<td>Early Childhood &amp; School Readiness Leg Commission</td>
<td>This bill resurrects the Early Childhood and School Readiness Legislative Commission, which expired last year, and continues it until July 1, 2018.</td>
<td>01/09/2013 Introduced in House - Assigned to Education</td>
</tr>
<tr>
<td>HB13-1021</td>
<td>Improving School Attendance</td>
<td>The bill requires each school district to monitor student attendance and to identify each student who is chronically absent (10 percent or more of the school year), each student who has a significant number of unexcused absences; and each student who is habitually truant (four unexcused absences in one month or 10 unexcused absences in a school year). If a student is chronically absent, the school district must implement best practices and research-based strategies to improve the student’s attendance. If a student is habitually truant, the school district shall contact the local collaborative management group, juvenile support services group or other local community services group to coordinate the creation of a multidisciplinary plan to improve the student’s school attendance. A school district shall initiate court proceedings to enforce school attendance requirements but only if implementation of the student’s multidisciplinary plan is unsuccessful. Under current law, the court may sentence the student to detention if the student does not comply with the valid court order. The bill limits the term of detention to no more than five days. Under current law, a person who is 17 years of age or older may take the GED. Under the bill, a student who is 16 years of age and who is under the jurisdiction of the juvenile court may take the GED if the judicial officer or administrative hearing officer finds it is in the student’s best interest to do so. The bill clarifies that a school district that is required to provide educational services to a juvenile detention facility shall provide the services for a number of hours that is comparable to the compulsory school attendance requirements and shall provide educational services that align with, and are designed to enable the juveniles to meet, the state model content standards.</td>
<td>02/04/2013 House Committee on Education Refer Amended to Appropriations</td>
</tr>
<tr>
<td>HB13-1023</td>
<td>Academic Acceleration School District Policy</td>
<td>This bill from Educational Success Task Force bill requires each school district and institute charter school to adopt a policy concerning academic acceleration for students and suggests provisions for such policies.</td>
<td>02/04/2013 House Third Reading Passed</td>
</tr>
<tr>
<td>Bill Number</td>
<td>Description</td>
<td>Details</td>
<td>Date</td>
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<tr>
<td>HB13-1040</td>
<td>PERA Highest Average Salary</td>
<td>Current law averages the three highest annual salaries of a member of the Public Employees' Retirement Association (PERA) when calculating that member's retirement benefit amount. The bill increases the number of highest annual salaries used to seven for anyone who was not a member, inactive member or retiree of PERA as of Dec. 31, 2013.</td>
<td>01/09/2013</td>
</tr>
<tr>
<td>HB13-1047</td>
<td>Extracurricular Participation Across School Districts</td>
<td>Under current law, if a student's school does not offer an activity in which the student wishes to participate, the student may participate in the activity at another public school in the student's district of attendance or the student's district of residence. If the activity is not offered at any school in the district of attendance or the district of residence, the student may participate in the activity at a school in a neighboring district or at the nearest school that has the facilities for and offers the activity. The bill clarifies that officials in the district where a student wants to participate will choose the school.</td>
<td>02/04/2013</td>
</tr>
<tr>
<td>HB13-1056</td>
<td>Advanced Placement Incentives Pilot Program</td>
<td>The bill creates the Advanced Placement incentives pilot program. If a rural school district has 3,000 or fewer K-12 students, a school within that rural school district is eligible to participate in the pilot. Participating schools, as well as the teachers or mentors for online classes, are eligible to receive bonuses through the pilot program for successful completion of AP classes and passage of exams. Additional bonuses are available if the passing student is eligible for the federal student lunch program. The pilot program is repealed after four years.</td>
<td>01/28/2013</td>
</tr>
<tr>
<td>HB13-1066</td>
<td>Preservation of Religious Freedom</td>
<td>The bill restricts a governmental entity from substantially burdening a person's exercise of religion, even if the burden results from a rule of general applicability, unless the governmental entity demonstrates that the application of the burden to the person is both essential to furthering a compelling governmental interest and is the least restrictive means of doing so. The grant of permissible state moneys, benefits, or exemptions is not a violation of the act. A person whose exercise of religion has been burdened by a governmental entity may assert that violation as a claim or defense in any judicial or administrative proceeding and may obtain such declaratory relief or monetary damages as may be properly awarded by a court. If a person prevails in a proceeding to enforce the act, he or she may recover reasonable costs and attorney fees. If a court finds a person abused the protections of this act by filing a frivolous or fraudulent claim, that person may be assessed the governmental entity's court costs and may be enjoined from filing further claims.</td>
<td>01/09/2013</td>
</tr>
<tr>
<td>HB13-1081</td>
<td>Comprehensive Human Sexuality K-12 Education</td>
<td>The bill moves and adds language to the content standards for the instruction of comprehensive human sexuality education. The bill creates the comprehensive human sexuality education grant program (program) in the department of public health and environment (department). An oversight entity will assess available funding opportunities and work with appropriate state departments to apply for federal and state grant moneys to fund the program. Once the program is funded, the oversight entity and the department shall work together to notify school districts, boards of cooperative services, and the state charter school institute of the program. The oversight entity will develop criteria for grant applications and for determining who will receive grant moneys and for how long. The oversight entity shall review all of the grant applications and make recommendations to the department concerning the awarding of grants through the program. The moneys distributed through the program must only be used for the purpose of providing comprehensive human sexuality education programs that are evidence-based, culturally sensitive, medically accurate, age-appropriate, reflective of positive youth development approaches, and that comply with statutory content standards. The state board of health shall promulgate rules for the implementation of the program. Schools that receive funding for local comprehensive health education programs are required to implement an opt-out policy rather than an opt-in policy for comprehensive health and sexuality education programs.</td>
<td>01/16/2013</td>
</tr>
<tr>
<td>HB13-1094</td>
<td>Tax Credit for School-related Expenditures</td>
<td>The bill creates an income tax credit for income tax years commencing on or after Jan. 1, 2013, that allows a taxpayer who is the parent or guardian of a dependent child to claim a credit for costs incurred for school fees or school supplies in that income tax year. The amount of the credit allowed is 25 percent of the total expenditure for school fees or school supplies or $500, whichever is less.</td>
<td>01/17/2013</td>
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<tr>
<td>HB13-1095</td>
<td>Home School Students Participation in Activities</td>
<td>Under the bill, a school district, a public school, or an interscholastic organization cannot require a student who is enrolled in a nonpublic home-based educational program to enroll in or complete course credits as a condition of participating in an extracurricular activity, unless the activity is an extension of a course. The bill clarifies that the statute that governs a student's ability to enroll in a program or school other than the student's neighborhood school does not apply to student participation in extracurricular activities at a public school.</td>
<td>02/04/2013</td>
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<tr>
<td>Bill Number</td>
<td>Sponsor(s)</td>
<td>Description</td>
<td>Action Details</td>
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<tr>
<td>HB13-1106</td>
<td>Everett</td>
<td>Prohibit Discrimination Labor Union Participation</td>
<td>01/18/2013 Introduced in House - Assigned to State, Veterans &amp; Military Affairs</td>
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<td>HB13-1117</td>
<td>Hamner/Hodge</td>
<td>Alignment of Child Development Programs</td>
<td>01/29/2013 House Committee on Public Health Care &amp; Human Services Refer Amended to Appropriations</td>
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<tr>
<td>HB13-1133</td>
<td>Gardner/Cadman</td>
<td>Plumbing and Electrical Inspections Schools</td>
<td>01/18/2013 Introduced in House - Assigned to Local Government &amp; Appropriations</td>
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<tr>
<td>HB13-1135</td>
<td>Singer</td>
<td>Voter Preregistration at Age 16</td>
<td>01/18/2013 Introduced in House - Assigned to State, Veterans &amp; Military Affairs</td>
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<tr>
<td>HB13-1147</td>
<td>Melton/Newell</td>
<td>Voter Registration at Public Higher Ed Institution</td>
<td>01/18/2013 Introduced in House - Assigned to State, Veterans &amp; Military Affairs</td>
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<tr>
<td>HB13-1151</td>
<td>Moreno/Kefalas</td>
<td>Sales &amp; Use Tax Holiday for Higher Ed Textbooks</td>
<td>01/18/2013 Introduced in House - Assigned to Finance &amp; Appropriations</td>
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<tr>
<td>HB13-1165</td>
<td>Wilson</td>
<td>Creation of a Manufacturing Career Pathway</td>
<td>01/30/2013 Introduced in House - Assigned to Education &amp; Appropriations</td>
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<td>HB13-1170</td>
<td>Humphrey/Hill</td>
<td>Policies Allowing Concealed Carry in Public School</td>
<td>01/30/2013 Introduced in House - Assigned to Juciciary</td>
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<td>HB13-1171</td>
<td>Primavera/Todd</td>
<td>Emergency Use of Epinephrine Injectors in Schools</td>
<td>01/30/2013 Introduced in House - Assigned to Public Health Care &amp; Human Services</td>
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<td>Bill Number</td>
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<tr>
<td>HB13-1172</td>
<td>Priola/ Renfroe</td>
<td>K-12 Public School Accountability</td>
<td>The bill authorizes the parents of students enrolled in a public school that has operated under a priority improvement or turnaround plan for at least two consecutive years to submit a petition to the State Board of Education requesting the state board to direct the local school board or the Charter School Institute to select an action to reform the public school immediately. The petition must be signed by at least 60 percent of the families of students enrolled in the public school if the school has been on a turnaround or priority improvement plan for two years and by more than 50 percent of the families of the students enrolled in the public school if the public school has been on a turnaround or priority improvement plan for more than two years. If the state board receives a petition, it must place consideration of the request on the agenda of the next regularly scheduled meeting. The state board may choose to deny the petition, direct an action to take effect in the next school year or reconsider the petition in the next school year. The bill changes the accreditation categories for school districts and the institute from &quot;accredited with distinction&quot;, &quot;accredited&quot;, &quot;accredited with improvement plan&quot;, &quot;accredited with priority improvement plan&quot;, and &quot;accredited with turnaround plan&quot; to &quot;A&quot;, &quot;B&quot;, &quot;C&quot;, &quot;D&quot;, and &quot;F&quot;. Accreditation categories for individual schools also would be changed to letter grades. A public school that has an &quot;A&quot; accreditation must adopt a plan that was previously labeled a &quot;performance plan&quot;; a public school that has a &quot;B&quot; or &quot;C&quot; accreditation must adopt a plan that was previously labeled an &quot;improvement plan&quot;; a public school that has a &quot;D&quot; accreditation must adopt a plan that was previously labeled a &quot;priority improvement plan&quot;; and a public school that has an &quot;F&quot; accreditation must adopt a plan that was previously labeled a &quot;turnaround plan&quot;.</td>
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<td>HB13-1175</td>
<td>Delgrosso</td>
<td>Higher Ed Funding Before Medicaid Expansion</td>
<td>The bill limits the expansion of the Medicaid program to newly eligible persons until such time as the general fund appropriation to higher education is at least $747 million.</td>
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<tr>
<td>HB13-1176</td>
<td>Saine/Marble</td>
<td>Income Tax Credits for Nonpublic Education</td>
<td>The bill establishes a private school tuition income tax credit for tax years after Jan. 1, 2014, that allows any taxpayer to claim a credit for the cost of enrolling a dependent qualified child in the private school or for offering a scholarship to a qualified child for enrollment in the private school. The bill sets limits on the amount of credits for full-time students, half-time schools and homeschooled students.</td>
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<tr>
<td>HB13-1194</td>
<td>Everett/ Marble</td>
<td>In-state Tuition for Military Dependents</td>
<td>Current law authorizes a dependent of a service member to receive in-state tuition at a Colorado public institution of higher education (Colorado college) if the service member was stationed in Colorado during the dependant's last year of high school and the dependant enrolled in a Colorado college within 12 months after graduating from a high school in Colorado. The bill extends in-state tuition to all dependants, including spouses, of service members.</td>
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<tr>
<td>HB13-1211</td>
<td>Buckner</td>
<td>English Language Proficiency Programs</td>
<td>The bill repeals and reenacts the existing English Language Proficiency Act (ELPA). Under the existing ELPA, funding for a student with limited English proficiency is limited to two years, and funds are allocated to school districts, the state charter school institute, and facility schools based on students' levels of English proficiency. The new ELPA uses the term &quot;English language learner&quot; (ELL) rather than &quot;student with limited English proficiency&quot; and uses the term &quot;local education provider&quot;, which includes a school district, the state charter school institute, or a facility school. Under the new ELPA, the time for funding expands to seven years, and each ELL is funded at the same level. The funding allocation is based on certification of the number of ELLs that a local education provider enrolls. The bill also sets requirements for ELL programs, accountability and reporting.</td>
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<tr>
<td>HB13-1219</td>
<td>Hamner/Todd</td>
<td>Statutory Changes to K-12 Education</td>
<td>The bill makes several changes to existing statute concerning K-12 education, including: * Directing the commissioner of education to establish and maintain an educator identifier system and to review the content of educator preparation programs, including the preparation of an annual report on the effectiveness of those programs; * Authorizing the department of education (department) to collect data from school districts related to student-level course completion; * Changing the student assessment statute to reflect the state's new summative assessment system as adopted by the general assembly in 2012; * Removing obsolete reporting requirements for the accelerating students through concurrent enrollment (ASCENT) program; * Changing the name of the literacy instruction authorization to an adult basic education authorization; * Extending continuous spending authority of the state's licensure system by one year to allow for continued refinements of the system; and * Limiting the reporting and notice mandate on the department to rules that create a new mandate or an increase in the level of service for an existing state mandate.</td>
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<td>Bill Number</td>
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<td>HB13-1220</td>
<td>Salazar</td>
<td>Confidentiality K-12 Educator Performance Data</td>
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<td>SB13-002</td>
<td>Hudak/Hammer</td>
<td>Designate BOCES as Local Education Agencies</td>
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<td>SB13-015</td>
<td>Roberts/Hammer</td>
<td>Local Board of Ed Meeting Electronic Participation</td>
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<td>SB13-017</td>
<td>Marble</td>
<td>Opt-in Opt-out Option Teacher's Union Membership</td>
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<td>SB13-031</td>
<td>Giron/Pettersen</td>
<td>Tuition for Dropout Recovery Program Students</td>
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<td>SB13-033</td>
<td>Giron/Duran</td>
<td>In-state Classification CO High School Completion</td>
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<td>SB13-053</td>
<td>Kerr/Hammer</td>
<td>Exchange of Student Data K-12 and Postsecondary</td>
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<td>SB13-065</td>
<td>Balmer/Singer</td>
<td>Allow Approval Voting Nonpartisan Local Election</td>
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<td>SB13-069</td>
<td>Marble/Holbert</td>
<td>Income Tax Credits for Nonpublic Education</td>
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<td>SB13-071</td>
<td>Hudak/Fields</td>
<td>Student ID Number for Adult Education Programs</td>
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<td>SB13-087</td>
<td>Steadman/Levy</td>
<td>Suppl Approp Dept of Education</td>
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<tr>
<td>SB13-090</td>
<td>Steadman/Levy</td>
<td>Suppl Approp Dept of Education</td>
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The bill clarifies that a school district or board of cooperative services may collect information concerning an individual educator's performance evaluation ratings and student assessments results linked to the educator for use in fulfilling duties required by law, including reporting of such information in the aggregate. Any information collected concerning an individual educator must remain confidential and may not be published in any way that would identify the individual educator. The department of education and state board of education may also collect data for bona fide research, so long as the data is collected per established protocol and is used in a manner that protects the identity of the educator. The bill clarifies that evaluation reports and information are available when reviewing certain appeals.

The bill allows boards of cooperative services (BOCES) to act as local education agencies for the purposes of federal law, including for the receipt of federal grants.

The bill allows a school district board of education to adopt a policy that authorizes members to participate electronically in board meetings. But a member who is participating electronically cannot participate in an executive session of the board.

The bill allows a public school educator to opt in or opt out of his or her membership in a labor organization at any time.

The bill clarifies that a local education provider that operates a dropout recovery program must pay the student share of the tuition for each postsecondary course in which a student enrolls while participating in the program, not just for those courses that the student completes.

The ASSET bill. The measure requires an institution of higher education to classify a student as an in-state student for tuition purposes if the student attends a public or private high school in Colorado for at least three years immediately preceding graduation or completion of a GED in Colorado and is admitted to a Colorado institution or attends an institution under a reciprocity agreement. In addition to those requirements, a student who does not have lawful immigration status must submit an affidavit stating that the student has applied for lawful presence or will apply as soon as he or she is able to do so. These students shall not be counted as resident students for any other purpose, but are eligible for the College Opportunity Fund stipends and may be eligible for institutional or other financial aid. The bill exempts persons receiving educational services or benefits from institutions of higher education from providing any required documentation of lawful presence in the United States.

The bill establishes a procedure between the Department of Education and the Department of Higher Education that allows for the transfer of available student data relevant to the transition from high school to the postsecondary system.

"Approval voting" is a type of voting that allows an elector to cast a vote for as many of the candidates per office as the elector chooses. The winner of each office is the candidate who receives the most votes or, for elections in which multiple candidates fill open seats, the winners are those candidates, in a number equal to the number of seats being filled, attaining the greatest number of votes. The bill authorizes cities, towns, counties, cities and counties, school districts, and special districts to conduct nonpartisan elections using approval voting methods on and after Nov. 1, 2013.

The bill establishes a private school tuition income tax credit starting on or after Jan. 1, 2014, that allows any taxpayer who decides to home-school a qualified dependent child for enrolling a dependent qualified child in the private school or for offering a scholarship to a qualified child for enrollment in the private school. The bill also establishes an income tax credit starting on or after Jan. 1, 2014, that allows any taxpayer who decides to home-school a qualified child to claim an income tax credit.

The bill establishes a private school tuition income tax credit starting on or after Jan. 1, 2014, that allows any taxpayer to claim a credit when a private school issues the taxpayer a credit certificate for enrolling a dependent qualified child in the private school or for offering a scholarship to a qualified child for enrollment in the private school. The bill also establishes an income tax credit starting on or after Jan. 1, 2014, that allows any taxpayer who decides to home-school a qualified child to claim an income tax credit.

The bill clarifies that a school district or board of cooperative services may collect information concerning an individual educator's performance evaluation ratings and student assessments results linked to the educator for use in fulfilling duties required by law, including reporting of such information in the aggregate. Any information collected concerning an individual educator must remain confidential and may not be published in any way that would identify the individual educator. The department of education and state board of education may also collect data for bona fide research, so long as the data is collected per established protocol and is used in a manner that protects the identity of the educator. The bill clarifies that evaluation reports and information are available when reviewing certain appeals.

02/04/2013 Introduced in House - Assigned to Appropriations

01/29/2013 Introduced in House - Assigned to Education

01/09/2013 Introduced in Senate - Assigned to Education

01/09/2013 Introduced in Senate - Assigned to Education

02/05/2013 Senate Second Reading Laid Over Daily

01/24/2013 Senate Committee on Education Refer Unamended to Appropriations

01/16/2013 Introduced in Senate - Assigned to Education

01/16/2013 Introduced in Senate - Assigned to State, Veterans & Military Affairs

01/16/2013 Introduced in Senate - Assigned to Education

01/22/2013 Introduced in Senate - Assigned to Education

02/04/2013 Introduced In House - Assigned to Appropriations

02/04/2013 Introduced In House - Assigned to Appropriations
<table>
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<th>Bill Number</th>
<th>Title Description</th>
<th>Description</th>
<th>Date Introduced</th>
<th>Committee Assignment</th>
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<tbody>
<tr>
<td>SB13-108</td>
<td>Mid-year School Finance Adjustments</td>
<td>The bill increases the minimum level of K-12 total program funding for the 2012-13 budget year. The bill also specifies that the minimum level of total program funding for the 2013-14 budget year and each budget year thereafter is an amount equal to the total program funding for the immediately preceding budget year adjusted by the amount necessary to increase the state average per pupil revenues by the rate of inflation. The bill also puts limits on changes in the number of students enrolled in the ASCENT high school completion program.</td>
<td>01/28/2013</td>
<td>Assigned to Education &amp; Appropriations</td>
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<tr>
<td>SB13-112</td>
<td>Cap 2012-13 School Land Revenues Transfers</td>
<td>The bill caps the 2012-13 fiscal year transfer of interest and income earned on the public school fund at $20 million and ensures that, for the 2012-13 state fiscal year, after the transfer for purposes of the &quot;Building Excellent Schools Today Act&quot; (BEST) program, the remaining interest and income earned on the investment of moneys in the permanent school fund remain in the fund and become part of the principal of the fund. The 2012-13 state fiscal year transfer from royalties and other payments for the depletion or extraction of a natural resource on public school lands is capped at $27 million, and a portion of the royalties and other payments for the depletion or extraction of a natural resource on the lands are ensured to be deposited into the permanent school fund to become part of the principal of the fund for the 2012-13 state fiscal year, after transfers to specific state land board funds and the BEST program.</td>
<td>01/28/2013</td>
<td>Assigned to Education</td>
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<tr>
<td>SB13-131</td>
<td>Tax Credit for Suppl Ed Serv Provided to Child</td>
<td>The bill creates a state income tax credit that allows a taxpayer who is the parent or guardian of a dependent child and who incurs costs for providing a supplemental education service to claim an income tax credit for the costs incurred in providing that service. The amount of the credit allowed is the cost of the service or $500, whichever is less.</td>
<td>01/29/2013</td>
<td>Assigned to Education</td>
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<tr>
<td>SB13-138</td>
<td>School Resource Officer Programs in Public Schools</td>
<td>The bill defines &quot;school resource officer&quot; and &quot;community partners&quot; and expressly includes school resource officers as community partners for the purposes of school safety, readiness, and incident management. The school safety resource center is required to contract the services of a full-time grant writer and to create and provide templates and guidance to school districts and schools seeking school safety funding. The school safety resource center is also required to provide suggestions concerning training for school resource officers. The school safety resource center advisory board is increased from 13 to 14 members to reflect the addition of a school resource officer.</td>
<td>01/29/2013</td>
<td>Assigned to Judiciary &amp; Education</td>
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<tr>
<td>SB13-139</td>
<td>Supplemental On-line Education Services</td>
<td>This bill makes changes in the provision of online classes by boards of cooperative education services.</td>
<td>01/29/2013</td>
<td>Assigned to Education - Assigned to Education &amp; State, Veterans &amp; Military Affairs</td>
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<td>SB13-141</td>
<td>School Employee Participation in Labor Unions</td>
<td>The bill allows a public school employee to request that his or her employer deduct dues for the benefit of a labor organization from the employee's wages. An employer is required to commence or cease making the deductions within 30 days after receiving a written request from an employee requesting the commencement or cessation of the deductions. A labor organization that receives dues from an employee's wages is required to make an annual financial disclosure to the employee. An employee may join or terminate membership with a labor organization at any time.</td>
<td>01/29/2013</td>
<td>Assigned to Education &amp; State, Veterans &amp; Military Affairs</td>
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<tr>
<td>SB13-143</td>
<td>Institute Charter School Assistance Fund</td>
<td>This bill would make changes in how the Charter School Institute's assistance fund is funded and managed.</td>
<td>01/29/2013</td>
<td>Assigned to State, Veterans &amp; Military Affairs</td>
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<tr>
<td>SB13-148</td>
<td>Sunset CO Youth Advisory Council</td>
<td>Sunset Process - The bill extends the Colorado Youth Advisory Council indefinitely.</td>
<td>01/30/2013</td>
<td>Assigned to Health &amp; Human Services</td>
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<td>SB13-153</td>
<td>Sunset Farm-to-school Coordination Task Force</td>
<td>Sunset Process - The bill continues the interagency Farm-to-School Coordination Task Force indefinitely.</td>
<td>01/30/2013</td>
<td>Assigned to Agriculture, Natural Resources &amp; Energy</td>
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<tr>
<td>Bill Number</td>
<td>Sponsor</td>
<td>Description</td>
<td>Effective Date</td>
<td>Committee Postpone Indefinitely</td>
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<tr>
<td>HB13-1073</td>
<td>Landgraf</td>
<td>Portability of Nonprobationary Teacher Status</td>
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<td>House Committee on Education</td>
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<td>Postpone Indefinitely</td>
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<td>Under current law, if a teacher who has nonprobationary status in one school</td>
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<td>district applies to teach in another school district and the teacher can</td>
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<td>show two years of positive effectiveness ratings on his or her performance</td>
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<td>evaluations, the new school district can hire the teacher only if it gives</td>
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<td>him or her nonprobationary status. The bill allows the teacher to waive</td>
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<td>this requirement so that the new school district can hire the teacher and</td>
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<td>give him or her probationary status.</td>
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<td>HB13-1089</td>
<td>Humphrey/Renfroe</td>
<td>Academic Freedom Acts</td>
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<td>The bill creates an &quot;Academic Freedom Act&quot; for both K-12 public schools</td>
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<td>and institutions of higher education in the state of Colorado. The</td>
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<td>provisions of the acts direct teachers to create an environment that</td>
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<td>encourages students to intelligently and respectfully explore scientific</td>
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<td>questions and learn about scientific evidence related to biological and</td>
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<td>chemical evolution, global warming and human cloning. The acts direct that</td>
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<td>the Department of Education and the Colorado Commission on Higher Education</td>
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<td>notify all school districts and institutions of higher education of the</td>
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<td>provisions of their respective act by the beginning of the 2013-2014 school</td>
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<td>year and that the school districts and institutions of higher education</td>
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<td>shall disseminate that information to their employees.</td>
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<td>SB13-006</td>
<td>Balmer</td>
<td>No Reduction in K-12 Education to Expand Medicaid</td>
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<td>For the 2014-15 budget year, and each budget year thereafter, the bill</td>
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<td>prohibits the General Assembly from expending state moneys to participate</td>
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<td>in the federal &quot;Affordable Care Act&quot; if the effect of those expenditures is</td>
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<td>to decrease funding for Colorado's public schools by reducing the</td>
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<td>state's share of total program funding for school districts and institute</td>
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<td>charter schools, or by failing to compensate for a reduction in local school</td>
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<td>funding.</td>
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<td>SB13-009</td>
<td>Renfroe/Saine</td>
<td>School Board Policies Allowing Concealed Carry</td>
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<td>The bill authorizes a school district board of education and the</td>
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<td>governing board of a charter school to adopt a written policy to allow an</td>
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<td>employee of the school district or charter school to carry a concealed</td>
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<td>handgun on school grounds if the person holds a valid permit to carry a</td>
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<td>concealed handgun.</td>
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<td>SB13-024</td>
<td>Hill</td>
<td>Prohibit Discrimination Labor Union Participation</td>
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<td>The bill prohibits an employer from requiring any person, as a condition of</td>
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<td>employment, to become or remain a member of a labor organization or to pay</td>
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<td>dues, fees, or other assessments to a labor organization or to a charity</td>
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<td>organization or to other third party in lieu of the labor organization.</td>
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<td>The bill would apply to public employers such as school districts and state</td>
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<td>colleges.</td>
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<td>SB13-055</td>
<td>Lambert/Saine</td>
<td>PERA Actuarial Soundness &amp; Reporting Requirements</td>
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<td>For the Public Employees' Retirement Association (PERA), current law</td>
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<td>specifies that a maximum amortization period of 30 years is deemed</td>
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<td>actuarially sound. The bill specifies that this assumes a discount rate</td>
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<td>equal to the state's long-term debt interest rate. The bill modifies the</td>
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<td>circumstances in which employer or member contribution rates are adjusted,</td>
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<td>requiring the General Assembly to adjust employer or member contribution</td>
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<td>rates as necessary to maintain each PERA division trust fund as actuarially</td>
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<td>sound. The bill requires the PERA board to annually submit recommendations</td>
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<td>to the General Assembly regarding methods to respond to decreases in asset</td>
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<td>values, to decrease amortization periods and to ensure full funding. An</td>
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<td>annual public comprehensive financial report is also required.</td>
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Impacting Culture and Safety

The goal of Safe2Tell is to intervene at the earliest possible point in the life of a young person who is struggling, helping them when they need it before the situation turns into a tragedy. Safe2Tell serves as the statewide bystander reporting tool for concerns in Colorado. The Safe2Tell solution was developed specifically to encourage those with information about a possible event to report it.

Kids often know about tragedies before they occur

We know that targeted school shootings rarely happen without some sort of warning sign. The U.S. Secret Service conducted the Safe School Initiative, a study of school shootings and other school-based attacks finding that usually “at least one other person had some type of knowledge of the attacker’s plan.” Most of those individuals who had prior knowledge were peers of the perpetrators. This suggests that peers often know about potential threats to their safety and risky behaviors of their friends and classmates, and often fail to alert authorities about their suspicions.

Preventing violence before it occurs

Since 2004, Safe2Tell has received reports and aided in the prevention of 266 separate school attacks. In December 2012 alone, 24 tips of planned attacks on Colorado schools were received. The numbers alone show the impact the Safe2Tell solution is having on breaking down the code of silence. Sheer increases in the number of tips received each year demonstrates the change in culture and attitudes about reporting unsafe behaviors and situations. This report will provide an outline of the work of Safe2Tell and the impact it has on creating safer schools and safer communities.

In four out of five instances, other people knew about attacks in schools before they took place.

“The value of anonymous tips and evidence can not but understated. Statistics show that suicides, vandalism, assaults are indeed deterred and prevented as a result of Safe2Tell model program.”

- Don Quick, District Attorney
17th Judicial District
of Colorado

The Safe2Tell solution has proved to be immensely successful in saving lives and preventing tragedy with a 1,050% rate of growth since 2004 in program usage.
Results

Between the period of September 2004 to December 31, 2012, numerous calls/web reports/texts/ were received resulting in 7,277 Tip Reports from 163 Colorado cities and 59 counties.

They include (but are not limited to) the following categories:

- 1,824 Bullying
- 1,127 Drugs/Alcohol
- 1,005 Suicide Interventions
- 754 Threats of Violence
- 412 Harassment
- 407 Sexually Related Crimes
- 361 Child Abuse
- 290 Guns/Weapons
- 266 Planned School Attacks
- 264 Cutting
- 242 Assaults
- 230 Fighting
- 76 Thefts
- 66 Sexting
- 59 Gangs
- 59 Vandalism
- 58 Domestic Violence
- 17 Animal Cruelty

Research shows that in 81% of violent incidents in U.S. schools, someone other than the attacker knew it was going to happen but failed to report it.

Courage2Tell

These are only a few of the courageous stories received everyday on the Safe2Tell tip line:

- A tip received reveals a gun on an elementary school bus, leading to it being confiscated.
- Police refer mother of aggressive kindergartner to area mental health program for assistance.
- Student takes responsibility for harassment allegations after Safe2Tell tip submitted and investigated.
- Local law enforcement following up to alleged sexual abuse by step-father.
- An 11-year old girl receives help after a caller reports that she’s been cutting herself and contemplating suicide.
- A report of substance abuse leads to referral to recovery program.

Tips per category received by Safe2Tell™

- Bullying: 24.4%
- Assaults: 3.4%
- Prevented Planned School Attacks: 0.4%
- Drugs/Alcohol: 0.4%
- Cutting: 3.7%
- Domestic Violence: 15.3%
- Suicide Interventions: 13.4%
- Fighting: 3.1%
Mission
The mission of Safe2Tell is “to ensure that every Colorado student, parent, teacher and community member has access to a safe and anonymous way to report any concerns to their safety or the safety of others, with a focus on early intervention and prevention through awareness and education.”

Meeting the Need
Youth violence, according to the seminal Surgeon Generals Report on Youth Violence, is a highly visible problem that affects all segments of our society. Because of its impact on victims, their friends and family, and society at large, youth violence has been designated a public health concern, thereby emphasizing the need for effective prevention. Communities now focus on collaborative prevention efforts with support from multiple systems: justice, education, health, mental health, and human services. Safe2Tell provides a unique bridge between these agencies and the youth who may need help to avert an act of violence or injury.

Youth violence incorporates many different behaviors, including bullying, cyber bullying, sexting, animal cruelty, weapons, fire starting, dating violence, assault, homicide and suicide. According to the Centers for Disease Control and Prevention’s (CDC) Injury Center, youth who are victims of violence or who witness violence in their communities fall prey to not only injury or death in the worst instances, but other serious consequences like posttraumatic stress disorder, depression, and substance abuse. Research conducted by the Center for the Study and Prevention of Violence at CU-Boulder (CSPV) indicates that the two most effective prevention strategies to prevent school violence are (1) creating and sustaining a safe school climate; and (2) developing an effective intelligence-gathering system. Moreover, safe schools take a strong, caring stance against the code of silence.

In order to break the code of silence, the Safe2Tell solution works to improve the culture and climate of schools. Working with communities, Safe2Tell is working to change the philosophy that anyone can do what they want without others speaking up. A vital component is intentional conversations empowering children and teens to speak up, without fear of retaliation, embarrassment or labeling. Safe2Tell provides the promise of hope and help, with caring adults ready to intervene and advocate for their support.
Core Components of the Safe2Tell Strategy

The focus of Safe2Tell is to ensure that every Colorado student, parent, teacher and community member has access to a safe and anonymous way to report any concerns about their safety or the safety of others. Safe2Tell accomplishes this by early intervention and prevention through awareness, education and accountable follow-up.

Education and Awareness

**Train the Trainer Certifications and Staff Trainings:** In order to spread the message of the Safe2Tell program among Colorado schools, Safe2Tell developed a training program that certifies individuals and leaders to present Safe2Tell information, materials, and classroom discussion materials to their own communities.

**Conversation Jumpstarts:** Safe2Tell provides training modules to provide counselors and school resource officers that offers a tangible tool lead them in guided classroom discussions. Available Conversation Jumpstart topics include bullying, cyber bullying, dating, sexting, weapons, dating, depression, and substance abuse. While discussing issues trainers talk about the code of silence, when it is appropriate to make a report, and what happens when a report is made.

**Videos:** The best way to reach students is often with a visual story. Safe2Tell has provided the framework for many schools to best reach their students using customized videos that promote the messages of Safe2Tell and show caring, committed adults at their schools.

**Student cards, bracelets, pencils, banners:** Promoting Safe2Tell goes beyond a poster on the wall. By combining direct messaging along with relevant promotional materials, Safe2Tell is able to effectively spread the Safe2Tell message and tip line number to thousands of students each year. Data shows that more Safe2Tell tip reports come from schools that incorporate the Safe2Tell solution in all practices.

Prevention and Early Intervention

**Intervening at the school level at the earliest opportunity by caring, committed adults:** The Safe2Tell program provides students with the opportunity to seek help, guidance and counseling from a trusted source before a situation grows out of control. Safe2Tell offers education and training to adults on identifying at-risk behaviors in students and creating safe learning environments.

**Sharing information:** Through collaborative relationships, Safe2Tell has key roles in developing blueprint models of safety policies and providing wraparound services to students. Safe2Tell key leadership work closely with government agencies, non-profit partners, schools and law enforcement to provide awareness and education that encourage changes in attitudes and cultures that perpetrate incidences of violence.

**Interagency Social Support Teams:** When a school receives a Safe2tell report, they have pre-identified a team of professionals who can assist with intervention and connecting to appropriate resources. This multidisciplinary team shares the responsibility of ensuring the Safe2Tell report was handle appropriately and required actions and steps were taken to protect the safety of all involved.

Accountability and Follow-up

**Disposition Reports:** With each report received, Safe2Tell goes the extra step and follows up with the school that received the tip to ensure that it was investigated and that action was taken.

**Reducing liability:** Working with teams, following-up on each report, and ensuring appropriate referrals and steps have been taken are the crucial pieces that make theSafe2Tell solution successful.
Looking Forward

Every child in America has the right to learn free from harm or harassment. The Safe2Tell solution needs to be available to all; expanding the program beyond Colorado remains a top priority for the organization. Whenever tragic events occur, we are reminded of this need. Safe2Tell is positioning itself for the future and prepared to take the necessary steps needed to ensure safety and security of all children. Your commitment and support of Safe2Tell help ensure the future and vitality of this proven solution in school and community safety.

How you can help?

Safe2Tell is a 501c3 non-profit charity that relies on private contributions to fund mission critical programs. Your financial gift to Safe2Tell ensures that safety in Colorado school remains a top priority. Investing financially in the organization, demonstrates your personal commitment to safer schools and safer communities.

To contribute to Safe2Tell, please visit our website at http://safe2tell.org/what-can-you-do/donate-now/ or www.givingfirst.org/safe2tell. For more information on giving to Safe2Tell, please contact Suzi Karrer, Director of Development, at suzi@safe2tell.org

1-877-543-7233  www.safe2tell.org

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Randy Nelson
Ray Merenstein
Dick Treich
Don Quick
Beverly Kingston
Internet Safety
February 6, 2013

Internet Safety main areas of focus:

- Policy
- Parent Education
- Student and Staff Education
- Monitoring
Policies and Guidelines:

- Policies
  - IJND E1 - Appropriate Use of Technology Staff
  - IJND E2 - Appropriate Use of Technology Student

- Guidelines
  - Social Media Guidelines

IJDN: Highlights

Employees/Students are responsible for their own use of district computers and computer systems.
- Exercise good judgment.
- Do not reply to or follow links in e-mail solicitations from unknown sources.
- Only communicate via e-mail in a manner that would be appropriate in person.
- Do not e-mail sensitive information.
- Make sure that all electronic communications are respectful at all times, and do not violate district bullying policies (JICDE). (Students Only)

The use of ASD20 property and IT Services is a privilege and not a right.

No Expectation of Privacy
IJDN: Students

Personal Device Network (PDN)

Students are encouraged to bring their personal device to support their educational needs. All traffic is monitored. Prohibited uses of the PDN include but are not limited to:

- Streaming video (for non-educational use)
- Downloading of content listed above in the prohibited uses section
- Streaming music
- Non-educational media and high bandwidth content

IJDN: Staff

Collaborative Technologies

The district supports the use of collaborative technologies such as blogs, wikis and podcasts for educational or official purposes. Employees are responsible for content shared with and by students. These technologies are considered an extension of the classroom and should be used to:

- Communicate with students, parents and community members;
- Convey information about educational programs;
- Encourage collaborative educational opportunities for students;
- Maintain appropriate professional relationships with students.

Any communications posted to these types of collaborative technologies are district communications, and maybe subject to disclosure under the Colorado Open Records Act.
Social Media Guidelines

Staff should adhere to the following guidelines* when using any type of social media for educational reasons:

- **Do not use your personal page to interact with students; establish a public page.**
- Be mindful of the information you post.
- Ensure that content reflects and is consistent with the work you do for your district. Once you identify yourself as a school or district employee, or former employee, you are automatically connected with colleagues nationwide, and are identified with the school or district.
- Do not assume students understand appropriate online behavior. They will need to be taught.
- Don’t use email, text messaging, instant messaging, or social networking sites to discuss non-school-related issues with students. Homework, class activities, athletics, extracurricular activities, parent nights, choral concerts, and other school activities represent appropriate topics of discussion. Keep relationships with students professional at all times.
- Respect student and employee privacy rights and laws. Do not comment on confidential student matters on social networks.
- Do not violate co-workers’ privacy. Professionals have tough conversations face to face and in the appropriate settings. Social media sites are not the appropriate venue in which to work out issues or air grievances.

- **View online content, including social media, as an extension of your physical classroom or building.** If it’s not appropriate in the classroom or out in the open at school, it’s not appropriate online, either.
- **Consider searching your name online and monitor what others are saying and posting about you.** Even your friends and family can post and tag (i.e., identify you by name) photos you would never consider making public. If that happens, either ask the person to remove the offending photo or make it clear that you don’t support its publication.
- Identify yourself as a school employee. Don’t post comments anonymously or try to hide your role.
- Fact-check information for accuracy before posting or sending it to another person.
- Communications may be considered public records and may be subject to disclosure under the Colorado Open Records Act.

* Adapted from the Social Media Guidelines Wiki (http://socialmediaguidelines.pbworks.com), 2011.
Parent Education

Parent Academy - Internet Safety and Digital Citizenship Sessions

Learning Objective: To familiarize District 20 parents, students, and patrons with online threats and how to mitigate them, including online safety, cyberbullying, digital citizenship, how to create a positive digital footprint, dealing with inappropriate content both at home and at school, and how to talk to kids about online safety.

Most perceived threats are:
- Predators
- Inappropriate content

Actual most common threats are:
- Cyberbullying
- Posting personal information online
  - Too much information
  - Unintentional sharing of information
- Sending/posting inappropriate images or information on social networking sites or through texts

What are the threats?
• Online Safety
• Cyberbullying
• Inappropriate Content
• Digital Citizenship
• The Digital Footprint
• Talking to your kids about all of these…

**What areas of Internet Safety will we consider?**

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**Striking a Balance**
Student Education

- iSafe purchased by IT-Educational Services department
- Building Tech Coordinators and Librarians collaborate on wiki and share resources.

Staff Education

- Network Safety and Security Presentation

Monitoring - “The Filter”

- CIPA (Children’s Internet Protection Act)
- To keep students safe
- To keep students from accessing inappropriate content
  - Hate sites
  - Inappropriate images and content
  - Sites that promote inappropriate habits (drinking, smoking, drug use, gambling, etc.)
  - Sites that might put them in danger
  - Sites that “phish” for information

Filtering – why do we do it?
Monitoring – “The Filter”

- Web sites are categorized by our filter company
- Sites are blocked by category, such as...
  - Drug and alcohol use
  - Adult content
  - Phishing and malware
  - Non-safe search engines
  - Bombs, guns
- Individual sites can be unblocked if they are miscategorized
  - By district
  - By site
  - By user
- Process
  - Teacher requests that the site be unblocked through their principal
  - Principal requests that the site be unblocked through IT
  - IT checks for security risks or inappropriate content, as well as educational value
  - Site is unblocked (usually for that site)
  - Teacher-student equivalent accounts

Filtering – how does it work?

Questions?

INTERNET SAFETY
Moniter them. Educate them. Keep them safe.