

Welcome to a meeting of the Garfield Re-2 Board of Education



Regular Board Meeting Agenda

Wednesday, September 9, 2026, 5:30 PM

Learning Opportunity Center

<https://us02web.zoom.us/j/84396275920?pwd=L9eJE5lY16Av43FBaKTg58mamboQ2x.1>

Shine the Light on Special Education at 4:45pm. All Are Welcome!

Page

1. Meeting Called to Order - 5:30 p.m.

2. Pledge of Allegiance

3. September 9, 2026 Agenda;

Approval of the September 9, 2026 Agenda;

4. Public Audience

5. Consent Agenda

5.1 August 26, 2026 Draft Board Minutes;

Approval of the August 26, 2026 Draft Board Minutes;

5.2 Consent Agenda Continued;

- Approval of a letter of recommendation from Kathi Senor to hire Aurora Dominguez Galaviz for the position of Significant Support Needs Paraprofessional at Wamsley Elementary effective August 31, 2026;
- Approval of a letter of recommendation from Kathi Senor to hire Mariah Moore for the position of Significant Support Needs Paraprofessional at Wamsley Elementary effective September 8, 2026;
- Approval of a letter of recommendation from Bradley Benson to hire Justin Johnson for the position of Substitute Custodian at Maintenance/Custodial effective August 31, 2026;
- Approval of a letter of recommendation from Theresa Hamilton to hire Kayla Wiley for the position of Communications Specialist at the District Office effective August 31, 2026;
- Approval of a letter of recommendation from Erin Beaudette to hire Amy Isebrand for the position of Speech Language Pathologist Districtwide

August 31, 2026;

- Approval of a letter of recommendation from Rich Hills to hire Idali Armendariz Cruz for the position of Mild/Moderate Special Education Paraprofessional at Highland Elementary effective August 24, 2026;
- Approval of a letter of recommendation from Cory Hitchcock to hire Taia Gallegos for the position of Assistant Girl's Basketball Coach at Rifle High School effective August 24, 2026;
- Approval of a letter of recommendation from Emily Kielmeyer to have Karina Lopez transfer from Early Childhood Aide to Early Childhood Assistant Teacher at Wamsley Elementary effective August 31, 2026;
- Approval of a letter of recommendation from Brad Benson to have Brenda Carrasco transfer from PT Cook at Food Services to Swing Shift Custodian at Wamsley Elementary effective August 31, 2026;
- Approval of a letter of recommendation from Trent Bakich to hire Seth Luebbe for the position of 8th Grade Assistant Football Coach at Riverside Middle School effective August 31, 2026;
- Approval of a letter of recommendation from Erin Beaudette to have Tracey Yajko transfer from Mild/Moderate Special Education Paraprofessional at Riverside Middle School to School Based Mental Health Professional at the District Office effective September 1, 2026;
- Approval of a letter of resignation from Guadalupe Gallardo Saenz, Transitions Special Education Paraprofessional Districtwide effective May 28, 2026;
- Approval of a letter of resignation from Samantha Avila, Route Bus Driver Route 10 at Transportation effective August 14, 2026;
- Approval of a letter of resignation from Amanda Griego, Significant Support Needs Paraprofessional at Rifle High School effective August 31, 2026;
- Approval of a letter of resignation from Cyrus Allen, 7th Grade Assistant Boys Basketball Coach at Riverside Middle School effective May 30, 2026;
- Approval of a letter of resignation from Dave Collard, 8th Grade Assistant Football Coach at Riverside Middle School effective May 31, 2026;
- Approval of a letter of resignation from Jennifer Huffman, Librarian/Media Specialist at Rifle High School effective September 10, 2026;
- Approval of a letter of resignation from Ronnie Andrews, Maintenance Worker at Maintenance/Grounds effective September 25, 2026;
- Approval of a letter of resignation from Chelsea Nicholson, Significant Support Needs Paraprofessional at Wamsley Elementary effective September 10, 2026;
- Approval of a letter of resignation from Jorge Hackleen, Custodian at Rifle High School effective August 25, 2026;
- Approval of a letter of recommendation from Michael Mikalakis to hire Georgina Zambrano for the position of Permanent Substitute Teacher at Coal Ridge High School effective September 7, 2026;
- Approval of a letter of recommendation from Devon Spaulding to hire Gricelle Macias for the position of Day to Day Substitute Districtwide effective August 24, 2026;
- Approval of a letter of recommendation from Devon Spaulding to hire

Madeline Chandler for the position of Day to Day Substitute Districtwide effective September 21, 2026;

- Approval of a Field trip for Rifle High School Sophomores;

Approval of the Consent Agenda;

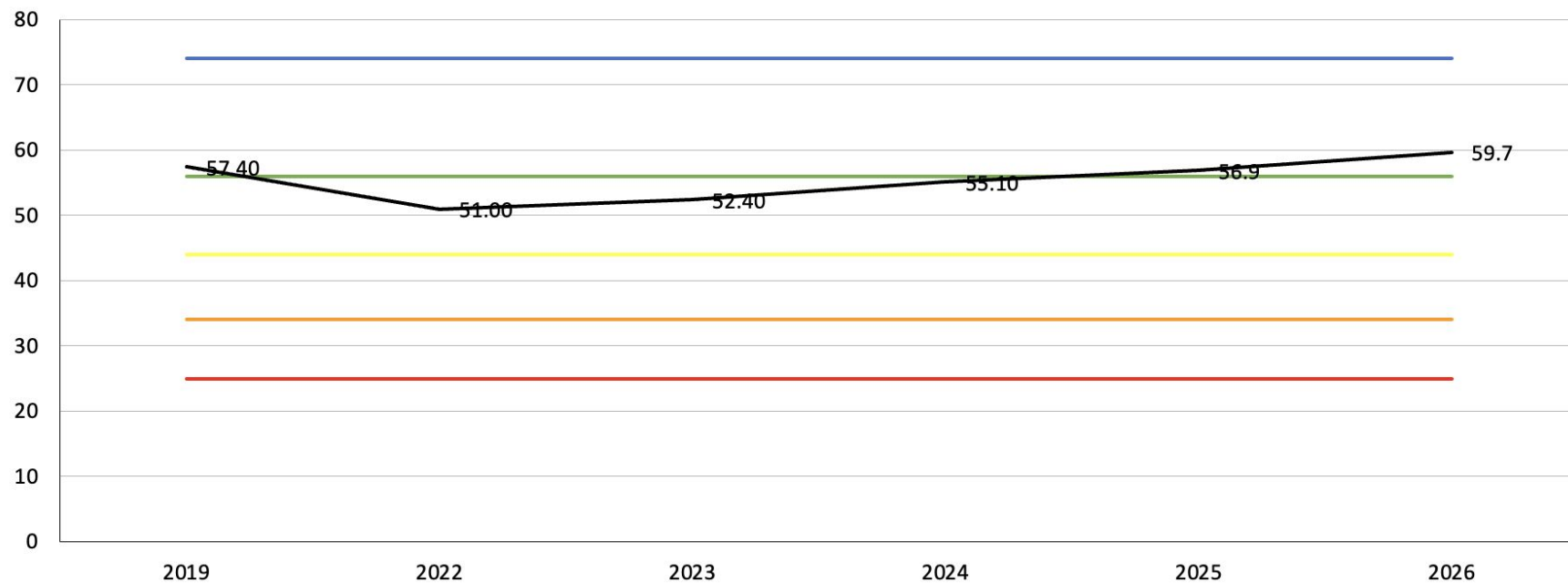
6.	Governance Discussion Items	4
	Testing Data;	
	SPF Board Presentation.pdf 	
7.	Governance Action Items	
8.	Policy Focus	10
	First Reading for CASB Policy Revisions;	
	JKA, Use of Physical Intervention and Restraint;	
	JKA-R, Procedure for the Use of Physical Intervention and Restraint;	
	JKA-E-1, Student Restraint Incident Report;	
	JKA-E-2, Complaint Procedures and Regulations;	
	DJB, Federal Procurement;	
	JLF, Reporting Child Abuse and Child Protection;	
	JLF-R, Reporting Child Abuse and Child Protection Procedures;	
	Policy Focus.pdf 	
9.	Future Request	
10.	Meeting Debrief	
11.	Meeting Adjourned	

Garfield Re-2

2026 School Performance Frameworks

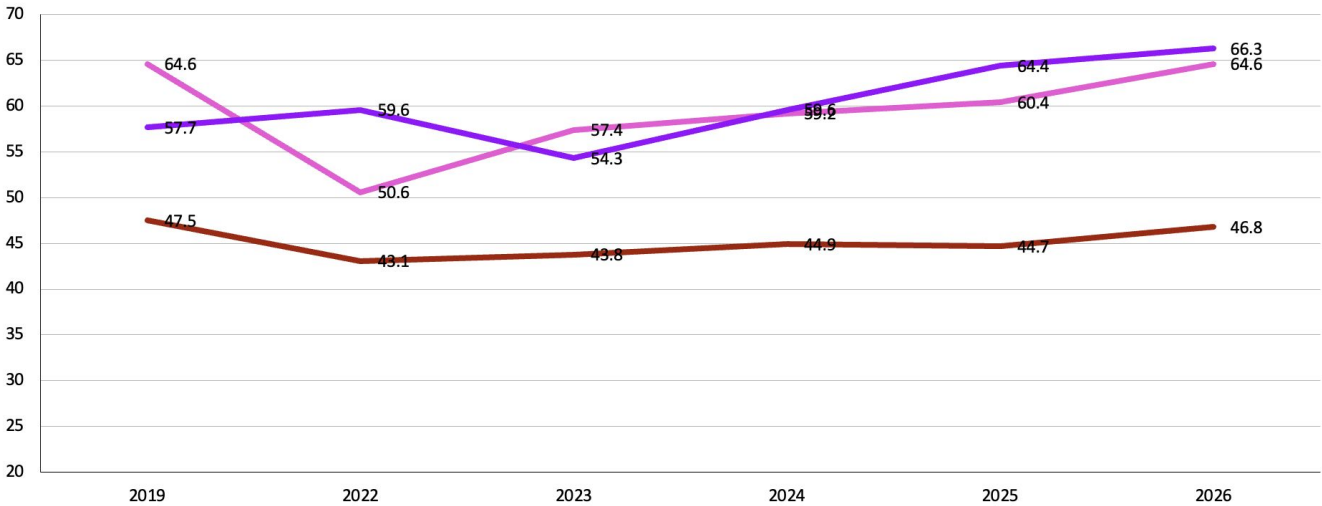


District SPF Points Earned
Historical Data



● Turnaround ● Priority Improvement ● Improvement ● Accredited ● Distinction

SPF Category Rating Totals



● Postsecondary/Workforce Readiness ● Academic Growth ● Academic Achievement

Celebrations

Key Achievements & Highlights

Room to Grow!

Areas for Focus & Improvement

Questions?



Let's discuss!



Use of Physical Intervention and Restraint

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

DEFINITIONS

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

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

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

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

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

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

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

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

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

RESTRAINT

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

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

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

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

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

SECLUSION

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

USE OF RESTRAINT BY A SCHOOL RESOURCE OFFICER OR LAW ENFORCEMENT

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

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

(Adoption date)

LEGAL REFERENCES:

C.R.S. [18-1-703](#) (*use of physical force by those supervising minors*)
C.R.S. [18-1-901](#) (3)(e) (*definition of a deadly weapon*)
C.R.S. [18-6-401](#) (1) (*definition of child abuse*)
C.R.S. [19-1-103](#) (1) (*definition of abuse and neglect*)
C.R.S. [22-1-140](#) (*definition of corporal punishment, and prohibition against volunteers or employees from imposing corporal punishment on a child*)
C.R.S. [22-32-109.1](#) (2)(a) (*adoption and enforcement of discipline code*)
C.R.S. [22-32-109.1](#) (2)(a)(I)(D) (*policy required as part of safe school's plan*)
C.R.S. [22-32-109.1](#) (2)(a)(I)(L) (*policies for use of restraint and seclusion on students and information on the process for filing a complaint regarding the use of restraint or seclusion shall be included in student conduct and discipline code*)
C.R.S. [22-32-109.1](#) (2)(a)(D) (*prohibition against corporal punishment shall be included in student conduct and discipline code*)
C.R.S. [22-32-109.1](#) (9) (*immunity provisions in safe school's law*)
C.R.S. [22-32-147](#) (*use of restraints on students*)
C.R.S. [26-20-101](#) *et seq.* (*Protection of Persons from Restraint Act*)
1 CCR [301-45](#) (*State Board of Education rules for the Administration of the Protection of Persons from Restraint Act*)

[Revised July 2026]

(Adoption date)

LEGAL REFERENCES:

C.R.S. [18-1-703](#) (use of physical force by those supervising minors)
C.R.S. [18-1-901](#) (3)(e) (definition of a deadly weapon)
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C.R.S. [22-32-109.1](#) (2)(a)(D) (prohibition against corporal punishment shall be included in student conduct and discipline code)
C.R.S. [22-32-109.1](#) (9) (immunity provisions in safe school's law)
C.R.S. [22-32-147](#) (use of restraints on students)
C.R.S. [26-20-101](#) et seq. (Protection of Persons from Restraint Act)
1 CCR [301-45](#) (State Board of Education rules for the Administration of the Protection of Persons from Restraint Act)

[Revised July 2026]

Physical Intervention

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

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

- ~~1. To quell a disturbance threatening physical injury to the student or others.~~
- ~~2. To obtain possession of weapons or other dangerous objects upon or within the control of the student.~~

- ~~3. For the purpose of self defense.~~
- ~~4. For the protection of persons against physical injury or to prevent the destruction of property, which could lead to physical injury to the student or others.~~

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

Restraint

~~For purposes of this policy and accompanying regulation restraint is defined as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to bodily physical force, and seclusion, property damage may be involved, restraint may only be used when the destruction of property could possibly result in bodily harm to the individual or another person. Restraint shall not include the holding of a student for less than one minute by a district employee for the protection of the student or others, and other actions excluded from the definition of restraint in state law.~~

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

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

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

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

~~Use of Mechanical or Prone Restraints:~~

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

- ~~1. Certified peace officers or armed security officers working in a school and who meet the legal requirements of C.R.S. 26-20-111 (3); however, no law enforcement officer or armed security official shall use handcuffs on any students unless the student poses an immediate danger to themselves or others or if handcuffs are solely used during a custodial arrest requiring transport.~~
- ~~2. When the Student is openly displaying a deadly weapon, as defined in C.R.S. 18-1-901 (3)(e).~~

Adopted: November 27, 2007
Revised: October 23, 2012
Revised: December 12, 2017

LEGAL REFS.: C.R.S. 18-1-703 (*use of physical force by those supervising minors*)
C.R.S. 18-1-901 (3)(e) (*definition of a deadly weapon*)
C.R.S. 18-6-401 (1) (*definition of child abuse*)
C.R.S. 19-1-103 (1) (*definition of abuse and neglect*)
C.R.S. 22-32-109.1 (2)(a) (*adoption and enforcement of discipline code*)
C.R.S. 22-32-109.1 (2)(a) (I)(D) (*policy required as part of safe schools plan*)
C.R.S. 22-32-109.1 (9) (*immunity provisions in safe schools law*)
C.R.S. 22-32-109.1 (2)(a)(i)(I) (*policies for use of restraint and seclusion on students and information on the process for filing a complaint regarding the use of restraint or seclusion shall be included in student conduct and discipline code*)
C.R.S. 26-20-102 *et seq.* (*protection of persons from restraint*)
C.R.S. 22-32-147n (*Use of restraints on students*)
1 CCR 301-45 (*State Board of Education rules for the Administration of the Protection of Persons from Restraint Act*)

Garfield School District No. Re-2, Rifle, Colorado

Procedure for the Use of Physical Intervention and Restraint

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

DUTIES RELATED TO RESTRAINT

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

TRAINING

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

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

DOCUMENTATION AND NOTIFICATION

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

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

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

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

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

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

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

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

ANNUAL REVIEW OF THE USE OF RESTRAINT

Each District will establish an annual review process and document the results of each review in writing. The purpose of the annual review is to ensure the proper administration of restraint, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incident of injury to students, District Employees, and agents. The review process must include, but is not limited to:

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

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

ANNUAL REPORTING

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

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

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

(Adoption date)

A. Definitions

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

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

~~4. "Chemical restraint" means administering medication to a student (including medications prescribed by the student's physician) on an as needed basis for the sole purpose of involuntarily limiting the student's freedom of movement. "Chemical restraint" does not include:~~

~~a. prescription medication that is regularly administered to the student for medical reasons other than to restrain the student's freedom of movement (e.g. Asthma-eort, medications used to treat mood disorders or ADHD, Glucagon); or~~

~~b. the administration of medication for voluntary or life-saving medical procedures (e.g. EpiPens, Diastat).~~

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

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

~~a. placement of a student in residential services in the student's room for the night; or~~

~~b. time-out.~~

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

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

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

~~10. "State Board Rules" mean the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, 1 CCR [301-45](#).~~

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

~~B. Basis for use of restraint~~

~~Restraints shall only be used:~~

~~1. In an emergency and with extreme caution; and~~

~~2. After:~~

~~a. the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment); or~~

~~b. a determination that such alternatives would be inappropriate or ineffective under the circumstances.~~

~~3. Restraints shall never be used as a form of discipline or to control or gain compliance of a student.~~

~~4. School personnel shall:~~

~~a. use restraints only for the period of time necessary and using no more force than necessary; and~~

~~b. prioritize the prevention of harm to the student.~~

~~G. Duties related to the use of restraint – general requirements~~

~~When restraints are used, the district shall ensure that:~~

~~1. no restraint is administered in such a way that the student is inhibited or impeded from breathing or communicating;~~

~~2. no restraint is administered in such a way that places excess pressure on the student's chest, back, or causes positional asphyxia;~~

~~3. restraints are only administered by district staff who have received training in accordance with the State Board rules;~~

~~4. opportunities to have the restraint removed are provided to the student who indicates he/she is willing to cease the violent or dangerous behavior;~~

~~5. when it is determined by trained district staff that the restraint is no longer necessary to protect the student or others (i.e. the emergency no longer exists), the restraint shall be removed; and~~

~~6. the student is reasonably monitored to ensure the student's physical safety.~~

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

~~D. Proper administration of specific restraints~~

~~1. Chemical restraints shall not be used.~~

~~2. Mechanical and prone restraints shall not be used, except in the limited circumstances permitted by state law and described as exceptions in the accompanying policy.~~

~~3. Physical restraint~~

~~a. A person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student.~~

~~b. A restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised.~~

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

~~4. Seclusion~~

~~a. Relief periods from seclusion shall be provided for reasonable access to toilet facilities.~~

~~b. Any space in which a student is secluded shall have adequate lighting, ventilation and size and shall not be any space used by school staff for storage, custodial purposes, or office space.~~

~~c. Any space used for student seclusion must have at least one window to monitor students when the door is closed. If an adequate space with a window is not feasible, video camera monitoring must be possible. Continuous monitoring is required throughout the time a student is secluded.~~

~~d. The space must be a safe space free of injurious items.~~

~~E. Notification requirements~~

~~1. If there is a reasonable probability that restraint might be used with a particular student, appropriate school staff shall notify, in writing, the student's parents, and, if appropriate, the student of:~~

~~a. the restraint procedures (including types of restraints) that might be used;~~

~~b. specific circumstances in which restraint might be used; and~~

~~c. staff involved.~~

~~2. For students with disabilities, if the parents request a meeting with school personnel to discuss the notification, school personnel shall ensure that the meeting is convened.~~

~~3. The required notification may occur at the meeting where the student's behavior plan or IEP is developed/reviewed.~~

~~F. Documentation requirements~~

- ~~1. If restraints are used, a written report shall be submitted within one school day to school administration.~~
- ~~2. The school principal or designee shall verbally notify the parents as soon as possible but no later than the end of the school day that the restraint was used.~~
- ~~3. If a student is restrained for more than one, but less than five minutes, written notice must be given to the student's parent or legal guardian on the day of the restraint. The written notice shall include the date of restraint, student's name, and the number of times the student was restrained that day.~~
- ~~4. If a student is restrained for five minutes or more, a written report based on the findings of the staff review required by paragraph G. below shall be emailed, faxed or mailed to the student's parent within five calendar days of the use of restraint. The written report of the use of restraint shall include:~~
 - ~~a. the antecedent to the student's behavior if known;~~
 - ~~b. a description of the incident;~~
 - ~~c. efforts made to de-escalate the situation;~~
 - ~~d. alternatives that were attempted;~~
 - ~~e. the type and duration of the restraint used;~~
 - ~~f. injuries that occurred, if any; and~~
 - ~~g. the staff present and staff involved in administering the restraint.~~
- ~~5. A copy of the written report on the use of restraint shall be placed in the student's confidential file.~~

~~G. Review of specific incidents of restraint~~

- ~~1. The district shall ensure that a review process is established and conducted for each incident of restraint used. The purpose of this review shall be to ascertain that appropriate procedures were followed and to minimize future use of restraint.~~
- ~~2. The review shall include, but is not limited to:~~
 - ~~a. staff review of the incident;~~
 - ~~b. follow up communication with the student and the student's family;~~
 - ~~c. review of the documentation to ensure use of alternative strategies; and~~

~~d. recommendations for adjustment of procedures, if appropriate.~~

~~3. If requested by the district or the student's parents, the district shall convene a meeting to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.~~

H. General review process

~~1. The district shall ensure that a general review process is established, conducted and documented in writing at least annually. The purpose of the general review is to ascertain that the district is properly administering restraint, identifying additional training needs, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.~~

~~2. The review shall include, but is not limited to:~~

~~a. analysis of incident reports, including all reports prepared pursuant to paragraphs F.1 and F.3 above and including, but not limited to, procedures used during the restraint, preventative or alternative techniques tried, documentation, and follow up;~~

~~b. training needs of staff;~~

~~c. staff to student ratio; and~~

~~d. environmental conditions, including physical space, student seating arrangements and noise levels.~~

I. Staff training

~~1. The district shall ensure that staff utilizing restraint in schools are trained in accordance with the State Board rules.~~

~~2. Training shall include:~~

~~a. a continuum of prevention techniques;~~

~~b. environmental management;~~

~~c. a continuum of de-escalation techniques;~~

~~d. nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint;~~

~~e. methods to explain the use of restraint to the student who is to be restrained and to the student's family; and~~

~~f. appropriate documentation and notification procedures.~~

~~3. Retraining shall occur at a frequency of at least every two years.~~

(Adoption date)

[Revised February 2023]

COLORADO SAMPLE REGULATION 2000©

Student Restraint Incident Report Form

Student: _____ School: _____

Date: _____ Time: _____

Location: _____

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

Witnesses (include names and titles):

Description of events immediately before the behavior occurred:

Efforts/alternatives made prior to the use of restraint:

____ Teaching interaction

____ Offered self-control strategy

____ Verbal de-escalation

____ Other(s) (please describe): _____

Type of restraint used: _____

Time restraint began: _____

Time restraint ended: _____

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

Resolution:

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

Injuries or property loss/damage:

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

Name and title of person writing report

Signature

Checklist	Date	Comments
If an injury to staff or student has occurred, submit student accident report and/or staff incident report.		
Building principal or designee verbally notify parent by end of the school day that the restraint was used.		
Conduct internal review of incident of restraint.		
Review documentation to ensure use of alternative strategies and recommend adjustments to procedures, if appropriate.		
If any restraint was used a written report of the incident was filled out no later than one school day after the incident.		
If restraint was between one and five minutes, written notice given to parents on the day of the restraint		

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

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

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

(Issue date)

[Revised July 2026]

COLORADO SAMPLE EXHIBIT 2010©

Complaint Procedures and Regulations Regarding the Use of Restraint or Seclusion, ~~1 CCR 301-45, 2620-R-2.07~~

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

FILING A COMPLAINT

~~2.07(1)~~ A student, **parent or a parent or or a third party on behalf of the student or the student's parent** ~~legal guardian~~ may file a complaint about the use of restraint or seclusion used by **a District Employee or Volunteer of a school or charter school of [a] school district or Board of Cooperative Services or any institute charter school** by using the **following** procedures. ~~established under this section 2.07.~~

REQUIRED CONTENT OF THE COMPLAINT

The Complaint must contain the following information:

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

- ~~1. 2.07(2)(a)~~ A statement that the **District Employee or Agent** ~~volunteer~~ has violated a requirement regarding the use of restraints and an identification of the portion of the **law or statute, rule, or regulation** alleged to have been violated, if known by the complainant;
- ~~2. 2.07(2)(b)~~ ~~The background information and~~ **The** facts on which the Complaint is based ~~that identify persons, actions and/or omissions; which should include (1) the names and positions of persons involved, (2) the date of the alleged violation, (3) the location of the alleged violation, and (4) a description of what happened;~~
- ~~3. 2.07(2)(c)~~ The name and the residential address of the child against whom the alleged violation occurred;
- ~~4. 2.07(2)(d)~~ The name of the school that the child was attending when the alleged violation occurred;
- ~~5. 2.07(2)(e)~~ proposed resolution of the problem to the extent known and available to the complainant at the time the Complaint is filed; **to the alleged violation, if the complainant has a suggestion;**
- ~~6. 2.07(2)(f)~~ The Complaint must allege that the violation(s) set forth in the Complaint occurred not more than one (1) year prior to the date that the Complaint is filed with the Colorado Department of Education (CDE);

7. ~~2.07(2)(g)~~ The signature and contact information (minimally, address and telephone number) for the complainant; and

8. ~~2.07(2)(h)~~ Written verification in a cover letter accompanying the Complaint that a complete copy of the Complaint and any attachments have also been mailed, hand-delivered, or delivered by other secure method to the ~~District~~ public education agency (i.e. a school district, BOCES, or the Charter School Institute) serving the child.

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

State Complaints Officer
Colorado Department of Education
Office of Special Education, Dispute Resolution
201 East Colfax Avenue
Denver, Colorado 80202

~~Delivered, or delivered by other secure method to the IDEA State Complaints:~~
~~IDEA Part B State Complaints Officer, Colorado Department of Education~~

~~Exceptional Student Leadership Unit,~~
~~Dispute Resolution Office~~
~~1560 Broadway, Suite 1175~~
~~Denver, Colorado 80202~~

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

~~2.07(4)~~ **COMPLAINTS INVOLVING CHILDREN WITH DISABILITIES**

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

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

~~2.07(4)(e)~~ Nothing in this subsection shall require the complainant to submit an additional

Complaint directly to the RCO.

~~2:07(5)~~ The Complaint ~~shall~~ **will** be considered properly filed with the Department when it is received in CDE's Dispute Resolution Office **following the procedure outlined above** ~~and satisfies paragraph 2:07(2) above~~. A Complaint, once filed, will not be accepted for investigation if the CDE does not have jurisdiction (i.e., authority) to investigate, or if the Complaint does not set forth sufficient grounds on which to grant relief.

~~2:07(6)~~ Within ten calendar (10) days of receipt of the Complaint, the RCO ~~shall~~ **will** decide to accept or reject the Complaint for investigation and notify the complainant in writing. If the Complaint was sent via mail, the RCO's decision ~~shall~~ **must** be postmarked by the 10th day. If the Complaint is accepted, the RCO ~~shall~~ **will**:

~~2:07(6)(a)~~ Notify the complainant of receipt and acceptance of the Complaint;

~~2:07(6)(b)~~ Notify, by certified or overnight mail, the ~~public education agency~~ **District** of (1) each and every allegation contained in the Complaint together with a complete copy of the Complaint; and (2) ~~2:07(6)(c)~~ Initiate an investigation concerning the allegations contained in the Complaint.

~~2:07(7)~~ **COMPLAINT TIMELINES:**

~~2:07(7)(a)~~

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

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

~~2:07(7)(b)~~ Reply: Within ten (10) calendar days of delivery of the response, the complainant may file a written Reply to the Response, including any attachments, in support of his/her position. The complainant ~~shall~~ **must** provide any written Reply to the RCO at the address **of the State Complaint Officer**, identified in paragraph 2:07(3), above, and also provide the RCO by 5:00 p.m. on the date due with written verification that a complete copy of the Reply, including any attachments, was also mailed or hand-delivered to the ~~public education agency~~ **District**.

The Response and Reply must be delivered by 5:00 p.m. on the date due to the office of

the RCO and not merely postmarked by the due date. If the Response or Reply is untimely, the RCO may, within ~~his or her~~ **their** sole discretion, refuse to consider the late document.

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

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

~~2.07(8)~~ **COMPLAINT INVESTIGATION**

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

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

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

~~2.07(9)~~ **COMPLAINT RESOLUTION**

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

~~2.07(9)(b)~~ The RCO shall have no authority to require corrective action by the public education agency, including but not limited to compensatory education for the child who is

the subject of the complaint, monetary reimbursement, or attorney fees.

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

Adopted: February 27, 2018

Garfield School District No. Re-2 Rifle, Colorado

~~Purchasing Procedures Including Federal Procurement~~

~~Effective purchasing responsibility requires planning, scheduling, research, and selection both to produce quality and source of supply. Follow-up and inspection procedures shall be used to ensure proper delivery, quality, and quantity of ordered foods before they are accepted.~~

~~All supplies shall be requisitioned through the appropriate administrator. The superintendent shall be responsible for establishing procedures for the requisition of all goods and services.~~

~~No purchase orders shall be issued unless sufficient funds are available in an appropriate account or prior approval has been received.~~

~~All ordered goods, whether ordered online or through other methods, must have the goods shipped to a District address. Once the goods are received, a packing slip should be verified against merchandise to ensure all merchandise was received and then later included and matched with the invoice.~~

~~Competition by vendors shall be encouraged. Competition is defined as the effort by two or more parties acting independently to secure the business of the school district by offering the most favorable terms.~~

~~The building administrator or unit director shall be responsible for buying the proper product for the specified purpose without favor or prejudice.~~

~~The school district may request performance guarantees from vendors and establish administrative guidelines for implementing these guarantees.~~

~~The district shall cooperate with trade and industrial associations and governmental and private agencies in the formulation and development of sound business methods toward the fostering and promotion of fair, ethical, and legal trade practices.~~

~~Soliciting price quotations~~

~~When feasible, quotations should be obtained on all purchases of goods and services for the school district except for professional services, educational workbooks, textbooks, library books, expendable science and art supplies, and other such items.~~

~~Price quotations and bid requirements are outlined in Policy DJE, as well as an internal bidding policy. When it is required under the bidding policy to solicit price~~

~~quotes or bids, the bids or quotes shall be documented when the paperwork for payment is sent to Accounts Payable.~~

FEDERAL PROCUREMENT

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

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

Federal Micro-purchases ~~(less than \$3,500)~~ (LESS THAN \$15,000)

A "**Micro-Purchase**" is a purchase ~~that, in an aggregate amount, is less than \$3,500.~~ **Of supplies or services using simplified acquisition procedures, the aggregate amount of which does not exceed the micro purchase threshold.**

Micro-purchases may be made or awarded without soliciting competitive quotations to the extent **District Staff** determines that the cost of the purchase is reasonable. For purposes of this policy, "reasonable" means the purchase is comparable to market prices for the geographic area.

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

~~Small purchases (\$3,500 to under \$150,000)~~

FEDERAL SIMPLIFIED ASQUISITION THRESHOLD (\$15,000 TO UNDER \$350.00)

~~A "small purchase" is a purchase that, in an aggregate amount, is \$3,500 or more but less than \$150,000.~~

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

~~1. for relying on procurement by a noncompetitive proposal (i.e., "single source" procurement); or~~

~~2. the district elects to use a more formal competitive bid or request for proposal process.~~

~~Large purchases (\$150,000 or more)~~

~~A large purchase is a purchase that, in an aggregate amount, is \$150,000 or more.~~

~~The district shall conduct a cost or price analysis for large purchases that, at a minimum, include making an independent estimate before receiving bids or proposals (including noncompetitive proposals). A cost analysis means evaluating the separate cost elements that make up the price. A price analysis means evaluating the total price without looking at the individual cost elements.~~

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

Simplified Acquisition Threshold means the dollar amount below which a non-federal entity may purchase property or services using small purchase methods. Non-federal entities adopt small purchase procedures to expedite the purchase of items costing less than the simplified acquisition threshold.

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

1. A valid basis exists under the federal Uniform Grant Guidance for relying on procurement by a noncompetitive proposal (i.e., "single source" procurement); or

2. The District elects to use a more formal competitive bid or request for proposal process.

COMPETITIVE BIDDING THRESHOLD (\$350,000 OR MORE)

The District must conduct a cost or price analysis for purchases that exceed the Simplified Acquisition Threshold. At a minimum, this must include making an independent estimate before receiving bids or proposals (including noncompetitive proposals). A Cost Analysis means evaluating the separate cost elements that make up

the price. A Price Analysis means evaluating the total price, without looking at the individual cost elements.

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

Unnecessary or duplicative items

The District ~~shall~~ **must** avoid the acquisition of unnecessary or duplicative items.

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

Recordkeeping

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

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

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

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

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

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

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

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

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

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

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

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

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

C.R.S. 22-32-144 (4) (Back ground check provision required in service contracts)

CROSS REFS: BCB, School Board Member Conflict of Interest

DAC*, Federal Fiscal Compliance

DJ/DJA, Purchasing/Purchasing Authority

DJE, Bidding Procedures

DKC, Expense Authorization/Reimbursement (Mileage and Travel)

EHB, Records Retention

GBEA, Staff Ethics/Conflict of Interest
DJE, Bidding Procedures

NOTE: The federal government periodically adjusts the threshold amounts for federal procurement. This table lists the amounts effective as of October 2025:	
Procurement Method	Amount
Micro Purchase Threshold	\$15,000 or less
Simplified Acquisition Threshold (for small purchases)	\$15,000 - \$350,000
Competitive Bidding Threshold	\$350,000 or more
*Districts may self-certify a Micro-Purchase Threshold up to \$50,000	

Adopted: September 27, 1988

Revised: September 12, 1989

Revised: August 1994

Revised: January 24, 1995

Revised: August 22, 2011

Revised: April 26, 2016

Revised: May 23, 2017

Garfield School District No. Re-2, Rifle, Colorado

Reporting Child Abuse/Child Protection

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

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

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

~~School employees and officials shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school official or employee to prove that the child has been abused or neglected.~~

~~Sections of the Child Protection Act grant to school employees and other persons who report or investigate instances of child abuse immunity from any liability that might otherwise be incurred except for making maliciously false statements.~~

Reports of child abuse or neglect, the name and address of the child, family or informant or any other identifying information in the ~~are considered confidential and are not public information~~.report shall be kept in complete confidence no matter the outcome of the investigation.

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

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

Adopted: April 25, 1989
Revised: April 9, 1991
Revised: June 26, 2001
Revised: November 27, 2007

LEGAL REFERENCES: C.R.S. 19-1-103 (1) *(definition of child abuse or neglect)*
C.R.S. 19-3-102 & 103 *(definition of neglected or dependent child)*
C.R.S. 19-3-304 *(persons required to report abuse)*
C.R.S. 19-3-307 *(reporting procedures)*
C.R.S. 19-3-309 *(immunity from liability for persons reporting)*
C.R.S. 22-32-109 (1)(z) *(providing inservice for teachers)*

CROSS REFS.: GBEB, Staff Conduct
GBGB, Staff Personal Security and Safety

Garfield School District No. Re-2, Rifle, Colorado

Reporting Child Abuse / **AND** Child Protection **PROCEDURES**

1. ~~Definition of Abuse or Neglect~~ **DEFINITIONS**

Child **A**buse or **N**eglect is defined in law as “an act or omission which seriously threatens the health or welfare of a child.” Specifically, this refers to:

1. Evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling or death and such condition or death which is not justifiably explained or where the history given concerning such condition or death is at variance with the condition or the circumstances indicate that the condition may not be the product of an accidental occurrence.
2. Any case in which a child is subject to unlawful sexual behavior as defined in state law.
3. Any case in which a child is in need of services because the child's parents, legal guardians or custodians fail to take the same actions to provide adequate food, clothing, shelter, medical care or supervision that a prudent parent would take.
4. Any case in which a child is subjected to emotional abuse which means an identifiable and substantial impairment of the child's intellectual or psychological functioning or development or a substantial risk or impairment of the child's intellectual or psychological functioning or development.
5. Any act or omission described as **N**eglect in state law as follows:
 - a) A parent, guardian or legal custodian has abandoned the child or has subjected him or her to mistreatment or abuse or allowed another to mistreat or abuse the child without taking lawful means to stop such mistreatment or abuse and prevent it from recurring.
 - b) The child lacks proper parental care through the actions or omissions of the parent, guardian, or legal custodian.
 - c) The child's environment is injurious to his or her welfare.

- d) A parent, guardian, or legal custodian fails or refuses to provide the child with proper or necessary subsistence, education, medical care, or any other care necessary for his or her health, guidance, or well-being.
- e) The child is homeless, without proper care or not domiciled with his or her parent, guardian, or legal custodian through no fault of such parent, guardian, or legal custodian.
- f) The child has run away from home or is otherwise beyond the control of his or her parent, guardian, or legal custodian.
- g) A parent, guardian or legal custodian has subjected another child or children to an identifiable pattern of habitual abuse and the parent, guardian or legal custodian has been the respondent in another proceeding in which a court has adjudicated another child to be neglected or dependent based upon allegations of sexual or physical abuse or has determined that such parent's, guardian's or legal custodian's abuse or neglect caused the death of another child; and the pattern of habitual abuse and the type of abuse pose a current threat to the child.

2. Reporting Requirements

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

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

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

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

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

The Employee reporting suspected abuse/neglect to social services or law enforcement officials must inform the School Principal as soon as possible, orally or with a written memo. The ultimate responsibility for seeing that the oral and written reports are made to social services or law enforcement agencies lies with the School Official or Employee who had the original concern.

3. Contents of the Report

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

- 1). Name, age, address, sex, and race of the child.
- 2). Name and address of the child's parents, guardians and/or persons with whom the ~~student~~ child lives.
- 3). Name and address of the person, if known, believed responsible for the suspected abuse or neglect.
- 4). The nature and extent of the child's injury or condition as well as any evidence of previous instances of known or suspected abuse or neglect of the child or the child's siblings, all with dates as appropriate.

- 5). The family composition, if known.
- 6). Any action taken by the person making the report.
- 7). Any other information that might be helpful in establishing the cause of the injuries or the condition observed.

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

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

4. **AFTER FILING A REPORT**

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

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

Once a report of child abuse is given to the agency, the responsibility for investigation and follow-up lies with the agency. It is not the responsibility of

the School Staff to investigate the case. Therefore, the School Staff will not engage in the following activities:

- 1). Make home visits for investigative purposes.
- 2). Take the child for medical treatment. (This does not preclude taking action in an emergency situation.)
- 3). Convey messages between the agency and the parents/guardians.

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

5. GUIDELINES FOR CONSIDERATION

- 1). If any School Employee has questions about the reasonable cause of child abuse and the need for making a report, the Employee may consult with the site administrator. If the site administrator is not available, a direct call to the county department of social services about concerns is advisable.

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

- 2). In an emergency situation requiring retention of the child at the school building due to fear that if released, the child's health or welfare might be in danger, it should be observed that only law enforcement officials have the legal authority to hold a child at school. Otherwise, a court order must be obtained to legally withhold a child from his or her parent or guardian.
- ~~e. When any school official or employee has a question about the thorough investigation of suspected abuse/neglect following the filing of a report, the employee or official should contact the superintendent or designee.~~
- ~~d. While all school officials and employees are reminded of their legal responsibility to report suspected cases of abuse or neglect, they may be assured that reports will be investigated by trained~~

~~professionals and that there are more supportive and therapeutic treatment alternatives available for parents/guardians, and/or other persons with whom the student lives than there have been in the past.~~

- ~~e. The confidential nature of information pertinent to child abuse or neglect cases is a matter to be emphasized both legally and humanely.~~

Approved: June 26, 2001
Revised: November 27, 2007

LEGAL REF.: C.R.S. 18-3-412.5 (1)(b) *(definition of unlawful sexual behavior)*

Garfield School District No. Re-2, Rifle, Colorado