

**First Regular Session  
Sixty-seventh General Assembly  
STATE OF COLORADO**

**INTRODUCED**

LLS NO. 09-0084.01 Julie Pelegrin

**HOUSE BILL 09-1243**

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**A BILL FOR AN ACT**

101 **CONCERNING MEASURES TO RAISE THE GRADUATION RATE IN PUBLIC**  
102 **HIGH SCHOOLS IN COLORADO.**

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**Bill Summary**

*(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments that may be subsequently adopted.)*

Creates the office of dropout prevention and student re-engagement (office) in the department of education (department) to collaborate with local education providers (LEPs) to reduce the student dropout rate and increase the student graduation and completion rates. Specifies the office's duties. Directs the office to identify high priority and priority LEPs to receive technical assistance and support from the office.

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.  
*Capital letters indicate new material to be added to existing statute.*  
*Dashes through the words indicate deletions from existing statute.*

Requires the office to compile a report of effective dropout prevention and student engagement and re-engagement policies based on research and data. Specifies the uses for the report, and directs the office to publish the report on the internet.

Requires the office annually to analyze attendance data and assess the incidence, causes, and effects of student dropout, engagement, and re-engagement. Directs the office annually to report the assessment and any recommended strategies to address student dropout, engagement, and re-engagement to LEPs, the state board of education (state board), the governor, and the education committees of the general assembly.

Requires each high priority and priority LEP to conduct a practices assessment and to adopt a student graduation and completion plan (plan). Sets deadlines for completing the practices assessment and plan, and specifies the items the practices assessment must address and the plan must include. Directs the department to provide technical assistance to high priority and priority LEPs and to provide each high priority and priority LEP a template for the practices assessment, which template includes available student data. Directs each high priority and priority LEP to submit its practices assessment and its plan to the department for publication on the internet. Directs the office to evaluate each high priority and priority LEP's plan as part of the accreditation review process.

Requires each LEP to adopt a policy to provide notice to a student's parent if the student dropouts out of school. Specifies that the notice shall include information concerning educational alternatives that are available to the student.

Creates the student re-engagement grant program (program) to provide moneys to LEPS to use in providing educational services and supports to students to maintain student engagement and support student re-engagement. Directs the state board to adopt rules to implement the program, including the information to be included in grant applications. Creates the student re-engagement grant program fund, and allows the department to use up to 3% of the amount annually appropriated from the fund to offset the costs of implementing the program. Requires the department to evaluate the services provided by grant recipients and to report the evaluation results to the education committees of the general assembly.

Requires the office to submit an annual report to the state board, the governor, and the education committees of the general assembly making state policy findings and recommendations to reduce the student dropout rate and increase the student graduation and completion rates. Specifies the minimum contents of the report. Specifies that the reporting requirement shall not expire within 3 years.

Repeals the mandate to expel an habitually disruptive student, and allows a school district to suspend the student. Repeals the requirement

that a suspension or expulsion count as an unexcused absence under a school district's attendance policy.

Makes conforming amendments.

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1 *Be it enacted by the General Assembly of the State of Colorado:*

2 **SECTION 1.** Title 22, Colorado Revised Statutes, is amended BY  
3 THE ADDITION OF A NEW ARTICLE to read:

4 **ARTICLE 14**

5 **Dropout Prevention and Student Re-engagement**

6 **22-14-101. Legislative declaration.** (1) THE GENERAL  
7 ASSEMBLY HEREBY FINDS THAT:

8 (a) THE STATE OF COLORADO HAS PLACED A HIGH PRIORITY ON  
9 REDUCING THE NUMBER OF STUDENT DROPOUTS IN COLORADO, INCLUDING  
10 ESTABLISHING THE GOAL OF DECREASING THE HIGH SCHOOL DROPOUT  
11 RATE BY HALF BY THE 2017-18 ACADEMIC YEAR;

12 (b) THE COLORADO DEPARTMENT OF EDUCATION REPORTS THAT  
13 THE STATEWIDE GRADUATION RATE FOR COLORADO HIGH SCHOOLS FOR  
14 THE 2006-07 SCHOOL YEAR WAS SEVENTY-FIVE PERCENT, AN  
15 IMPROVEMENT OF NINE-TENTHS OF A PERCENTAGE POINT OVER THE  
16 PREVIOUS SCHOOL YEAR;

17 (c) ALTHOUGH THE OVERALL GRADUATION RATE MAY HAVE  
18 IMPROVED, SERIOUS GAPS CONTINUE TO EXIST IN THE GRADUATION RATES  
19 AMONG ETHNIC AND ECONOMIC GROUPS AND, OVERALL, TWENTY-FIVE  
20 PERCENT OF THE HIGH SCHOOL STUDENTS IN COLORADO ARE NOT  
21 GRADUATING FROM HIGH SCHOOL WITHIN FOUR YEARS;

22 (d) STUDENTS WITH DISABILITIES ALSO CONTINUE TO ACHIEVE A  
23 SIGNIFICANTLY LOWER GRADUATION RATE THAN OTHER STUDENT GROUPS.  
24 IN THE 2006-07 SCHOOL YEAR, THE DROPOUT RATE FOR STUDENTS WITH

1       DISABILITIES WAS GREATER THAN NINE PERCENT, WHICH IS TWICE THE  
2       STATEWIDE DROPOUT RATE OF FOUR AND FOUR-TENTHS PERCENT FOR  
3       THAT YEAR.

4               (e) ACCORDING TO THE 2007 COLORADO YOUTH RISK BEHAVIOR  
5       SURVEY, APPROXIMATELY ONE OUT OF TEN STUDENTS DID NOT GO TO  
6       SCHOOL ONE OR MORE DAYS IN A THIRTY-DAY PERIOD BECAUSE THEY FELT  
7       UNSAFE AT SCHOOL OR IN TRAVELING TO OR FROM SCHOOL. THIS  
8       STATISTIC INDICATES THAT, TO IMPROVE STUDENT ATTENDANCE AND  
9       GRADUATION RATES, SCHOOLS AND SCHOOL DISTRICTS MUST ADDRESS  
10      SCHOOL SAFETY ISSUES AS WELL AS STUDENT LEARNING AND  
11      ENGAGEMENT ISSUES.

12              (f) STUDIES CLEARLY SHOW THAT A STUDENT'S LEVEL OF  
13      EDUCATION ATTAINMENT WILL DIRECTLY INFLUENCE THE STUDENT'S  
14      LEVEL OF ACHIEVEMENT AND SUCCESS THROUGHOUT THE REST OF HIS OR  
15      HER LIFE;

16              (g) THE NATIONAL CENTER FOR EDUCATION STATISTICS REPORTS  
17      THAT, IN COMPARING EMPLOYMENT RATES AND LEVELS OF EDUCATION  
18      ATTAINMENT ACROSS THE COUNTRY, IN 2005, THE UNEMPLOYMENT RATE  
19      FOR PERSONS WHO DROPPED OUT OF HIGH SCHOOL WAS SEVEN AND  
20      SIX-TENTHS PERCENT, COMPARED TO AN OVERALL AVERAGE  
21      UNEMPLOYMENT RATE FOR ALL EDUCATION LEVELS OF FOUR PERCENT;  
22      AND

23              (h) STUDIES FURTHER SHOW THAT STUDENTS WHO DROP OUT OF  
24      SCHOOL ARE MORE LIKELY TO BE INVOLVED IN CRIME OR DELINQUENCY  
25      AND TO LOSE LIFELONG OPPORTUNITIES FOR PERSONAL ACHIEVEMENT,  
26      RESULTING IN ECONOMIC AND SOCIAL COSTS TO THE STATE.

27              (2) THE GENERAL ASSEMBLY THEREFORE CONCLUDES THAT:

1 (a) IT IS IMPERATIVE THAT THE DEPARTMENT OF EDUCATION  
2 CREATE AN OFFICE OF DROPOUT PREVENTION AND STUDENT  
3 RE-ENGAGEMENT TO PROVIDE FOCUS, COORDINATION, RESEARCH, AND  
4 LEADERSHIP TO ASSIST LOCAL EDUCATION PROVIDERS IN IMPLEMENTING  
5 COORDINATED EFFORTS TO REDUCE THE HIGH SCHOOL DROPOUT RATE AND  
6 INCREASE THE HIGH SCHOOL GRADUATION AND COMPLETION RATES AND  
7 THE LEVELS OF STUDENT ENGAGEMENT AND RE-ENGAGEMENT;

8 (b) TO SIGNIFICANTLY REDUCE THE STATEWIDE DROPOUT RATE  
9 AND INCREASE THE RATES OF STUDENT ENGAGEMENT AND  
10 RE-ENGAGEMENT, THE OFFICE OF DROPOUT PREVENTION AND STUDENT  
11 RE-ENGAGEMENT MUST ALSO PROVIDE LEADERSHIP IN CREATING AND  
12 FACILITATING SYSTEMIC APPROACHES THAT INVOLVE INTERSYSTEM  
13 COLLABORATION BETWEEN LOCAL EDUCATION PROVIDERS AND THE  
14 FOSTER CARE AND CHILD WELFARE SYSTEMS, THE JUVENILE JUSTICE  
15 SYSTEM, THE DIVISION OF YOUTH SERVICES IN THE DEPARTMENT OF  
16 HUMAN SERVICES, INSTITUTIONS OF HIGHER EDUCATION, CAREER AND  
17 TECHNICAL EDUCATION PROVIDERS, OFFICES OF WORKFORCE  
18 DEVELOPMENT, SCHOOL-BASED STUDENT SUPPORT PERSONNEL,  
19 AFTER-SCHOOL AND FAMILY EDUCATION PROGRAMS, GENERAL  
20 EDUCATIONAL DEVELOPMENT PROGRAMS, AND FACILITY SCHOOLS.

21 **22-14-102. Definitions.** AS USED IN THIS ARTICLE, UNLESS THE  
22 CONTEXT OTHERWISE REQUIRES:

23 (1) "COMPLETION" MEANS A STUDENT GRADUATES FROM HIGH  
24 SCHOOL OR RECEIVES A CERTIFICATE OR OTHER DESIGNATION OF HIGH  
25 SCHOOL COMPLETION SUCH AS A GENERAL EDUCATIONAL DEVELOPMENT  
26 CERTIFICATE.

27 (2) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION

1       CREATED AND EXISTING PURSUANT TO SECTION 24-1-115, C.R.S.

2           (3)       "DROPOUT PREVENTION" MEANS SCHOOL AND  
3       COMMUNITY-BASED INITIATIVES TO PROMOTE POSITIVE SOCIAL,  
4       EMOTIONAL, FAMILIAL, AND EDUCATIONAL FACTORS THAT MAINTAIN AND  
5       STRENGTHEN STUDENT ENGAGEMENT AND ADDRESS BARRIERS AND  
6       CONDITIONS THAT MAY LEAD A STUDENT TO DROP OUT OF SCHOOL.

7           (4)       "GRADUATION" MEANS A STUDENT MEETS THE LOCALLY  
8       DEFINED REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA.

9           (5)       "GRANT PROGRAM" MEANS THE STUDENT RE-ENGAGEMENT  
10       GRANT PROGRAM ESTABLISHED IN SECTION 22-14-109.

11          (6)       "HIGH PRIORITY LOCAL EDUCATION PROVIDER" MEANS A LOCAL  
12       EDUCATION PROVIDER THAT THE OFFICE IDENTIFIES PURSUANT TO SECTION  
13       22-14-103 (4) AS BEING MOST IN NEED OF TECHNICAL ASSISTANCE AND  
14       SUPPORT.

15          (7)       "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A  
16       BOARD OF COOPERATIVE SERVICES CREATED PURSUANT TO ARTICLE 5 OF  
17       THIS TITLE, THE STATE CHARTER SCHOOL INSTITUTE CREATED PURSUANT  
18       TO SECTION 22-30.5-503, OR AN APPROVED FACILITY SCHOOL AS DEFINED  
19       IN SECTION 22-2-402 (1).

20          (8)       "OFFICE" MEANS THE OFFICE OF DROPOUT PREVENTION AND  
21       STUDENT RE-ENGAGEMENT CREATED WITHIN THE DEPARTMENT OF  
22       EDUCATION PURSUANT TO SECTION 22-14-103.

23          (9)       "PRIORITY LOCAL EDUCATION PROVIDER" MEANS A LOCAL  
24       EDUCATION PROVIDER THAT THE OFFICE IDENTIFIES PURSUANT TO SECTION  
25       22-14-103 (4) AS BEING IN SIGNIFICANT NEED OF TECHNICAL ASSISTANCE  
26       AND SUPPORT.

27          (10)       "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION



1 OR STATE-CERTIFIED MENTAL HEALTH PROFESSIONAL QUALIFIED UNDER  
2 STATE LAW TO PROVIDE SUPPORT SERVICES TO CHILDREN AND  
3 ADOLESCENTS.

4 **22-14-103. Office of dropout prevention and student**  
5 **re-engagement - created - purpose - duties.** (1) (a) THERE IS HEREBY  
6 CREATED WITHIN THE DEPARTMENT OF EDUCATION THE OFFICE OF  
7 DROPOUT PREVENTION AND STUDENT RE-ENGAGEMENT. THE HEAD OF THE  
8 OFFICE SHALL BE THE DIRECTOR OF THE OFFICE OF DROPOUT PREVENTION  
9 AND STUDENT RE-ENGAGEMENT AND SHALL BE APPOINTED BY THE  
10 COMMISSIONER OF EDUCATION IN ACCORDANCE WITH SECTION 13 OF  
11 ARTICLE XII OF THE STATE CONSTITUTION. THE OFFICE OF DROPOUT  
12 PREVENTION AND STUDENT RE-ENGAGEMENT SHALL CONSIST OF THE  
13 DIRECTOR AND AN ASSISTANT DIRECTOR WHO SHALL BE APPOINTED BY THE  
14 DIRECTOR. THE COMMISSIONER MAY ASSIGN OR OTHERWISE DIRECT  
15 OTHER PERSONNEL WITHIN THE DEPARTMENT TO ASSIST THE DIRECTOR  
16 AND ASSISTANT DIRECTOR IN MEETING THE RESPONSIBILITIES OF THE  
17 OFFICE.

18 (b) THE OFFICE OF DROPOUT PREVENTION AND STUDENT  
19 RE-ENGAGEMENT AND THE DIRECTOR OF THE OFFICE SHALL EXERCISE  
20 THEIR POWERS AND PERFORM THEIR DUTIES AND FUNCTIONS UNDER THE  
21 DEPARTMENT OF EDUCATION, THE COMMISSIONER OF EDUCATION, AND THE  
22 STATE BOARD OF EDUCATION AS IF THE SAME WERE TRANSFERRED TO THE  
23 DEPARTMENT OF EDUCATION BY A **TYPE 2** TRANSFER AS DEFINED IN THE  
24 "ADMINISTRATIVE ORGANIZATION ACT OF 1968", ARTICLE 1 OF TITLE 24,  
25 C.R.S.

26 (2) THE OFFICE SHALL COLLABORATE WITH LOCAL EDUCATION  
27 PROVIDERS TO REDUCE THE STATEWIDE AND LOCAL STUDENT DROPOUT

1 RATES AND TO INCREASE THE STATEWIDE AND LOCAL GRADUATION AND  
2 COMPLETION RATES IN ACCORDANCE WITH THE GOALS SPECIFIED IN  
3 SECTION 22-14-101. TO ACCOMPLISH THIS PURPOSE, THE OFFICE SHALL  
4 ASSIST LOCAL EDUCATION PROVIDERS IN:

5 (a) ANALYZING STUDENT DATA PERTAINING TO STUDENT DROPOUT  
6 RATES, GRADUATION RATES, COMPLETION RATES, MOBILITY RATES,  
7 TRUANCY RATES, SUSPENSION AND EXPULSION RATES, SAFETY OR  
8 DISCIPLINE INCIDENCES, AND STUDENT ACADEMIC GROWTH DATA AT THE  
9 STATE AND LOCAL LEVELS; AND

10 (b) CREATING AND EVALUATING STUDENT GRADUATION AND  
11 COMPLETION PLANS.

12 (3) TO ACCOMPLISH THE PURPOSES SPECIFIED IN SUBSECTION (2)  
13 OF THIS SECTION, THE OFFICE SHALL ALSO:

14 (a) REVIEW STATE POLICIES AND ASSIST LOCAL EDUCATION  
15 PROVIDERS IN REVIEWING THEIR POLICIES PERTAINING TO ATTENDANCE,  
16 TRUANCY, DISCIPLINARY ACTIONS UNDER THE LOCAL EDUCATION  
17 PROVIDER'S CODE OF CONDUCT, BEHAVIORAL EXPECTATIONS, DROPOUT  
18 PREVENTION, AND STUDENT ENGAGEMENT AND RE-ENGAGEMENT TO  
19 IDENTIFY EFFECTIVE STRATEGIES FOR AND BARRIERS TO REDUCING THE  
20 STUDENT DROPOUT RATES AND INCREASING STUDENT ENGAGEMENT AND  
21 RE-ENGAGEMENT WITHIN THE STATE;

22 (b) IDENTIFY AND RECOMMEND, AS PROVIDED IN SECTION  
23 22-14-104, BEST PRACTICES AND EFFECTIVE STRATEGIES TO REDUCE  
24 STUDENT DROPOUT RATES AND INCREASE STUDENT ENGAGEMENT AND  
25 RE-ENGAGEMENT;

26 (c) DEVELOP INTERAGENCY AGREEMENTS AND OTHERWISE  
27 COOPERATE WITH OTHER STATE AND FEDERAL AGENCIES AND WITH

1 PRIVATE, NONPROFIT AGENCIES TO COLLECT AND REVIEW STUDENT DATA  
2 AND DEVELOP AND RECOMMEND METHODS FOR REDUCING STUDENT  
3 DROPOUT RATES AND INCREASING STUDENT ENGAGEMENT AND  
4 RE-ENGAGEMENT. THE OFFICE SHALL, TO THE EXTENT POSSIBLE,  
5 COLLABORATE WITH, AT A MINIMUM:

- 6 (I) CAREER AND TECHNICAL EDUCATION PROVIDERS;
- 7 (II) GENERAL EDUCATIONAL DEVELOPMENT SERVICE PROVIDERS;
- 8 (III) THE DIVISION OF YOUTH CORRECTIONS AND OTHER AGENCIES  
9 WITHIN THE JUVENILE JUSTICE SYSTEM;
- 10 (IV) THE DEPARTMENT OF CORRECTIONS;
- 11 (V) THE JUDICIAL DEPARTMENT;
- 12 (VI) INSTITUTIONS OF HIGHER EDUCATION;
- 13 (VII) OFFICES OF WORKFORCE DEVELOPMENT;
- 14 (VIII) AFTER-SCHOOL AND FAMILY EDUCATION PROGRAMS;
- 15 (IX) ORGANIZATIONS THAT PROVIDE SERVICES FOR PREGNANT AND  
16 PARENTING TEENS AND STUDENTS WITH SPECIAL HEALTH AND EDUCATION  
17 NEEDS;
- 18 (X) AGENCIES AND NONPROFIT ORGANIZATIONS WITHIN THE CHILD  
19 WELFARE SYSTEM; AND
- 20 (XI) PRIVATE, NONPROFIT ORGANIZATIONS THAT PROVIDE  
21 SERVICES FOR HOMELESS FAMILIES AND YOUTH.

22 (d) SOLICIT PUBLIC AND PRIVATE GIFTS, GRANTS, AND DONATIONS  
23 TO ASSIST IN THE IMPLEMENTATION OF THIS ARTICLE; AND

24 (e) EVALUATE THE EFFECTIVENESS OF LOCAL EDUCATION  
25 PROVIDERS' EFFORTS IN REDUCING THE STATEWIDE STUDENT DROPOUT  
26 RATE AND INCREASING THE STATEWIDE GRADUATION AND COMPLETION  
27 RATES AND TO REPORT PROGRESS IN IMPLEMENTING THE PROVISIONS OF

1 THIS ARTICLE.

2 (4) (a) THE OFFICE SHALL COLLABORATE WITH OTHER DIVISIONS  
3 WITHIN THE DEPARTMENT TO IDENTIFY ANNUALLY THROUGH THE  
4 ACCREDITATION PROCESS THOSE LOCAL EDUCATION PROVIDERS THAT DO  
5 NOT MEET THEIR ESTABLISHED GRADUATION AND COMPLETION RATE  
6 EXPECTATIONS. OF THOSE LOCAL EDUCATION PROVIDERS IDENTIFIED, THE  
7 OFFICE SHALL USE CRITERIA ADOPTED BY RULE OF THE STATE BOARD TO  
8 DETERMINE:

9 (I) WHICH LOCAL EDUCATION PROVIDERS ARE MOST IN NEED OF  
10 IMPROVEMENT AND ASSISTANCE AND SHALL RECOGNIZE SAID LOCAL  
11 EDUCATION PROVIDERS AS HIGH PRIORITY LOCAL EDUCATION PROVIDERS;  
12 AND

13 (II) WHICH LOCAL EDUCATION PROVIDERS ARE IN SIGNIFICANT  
14 NEED OF IMPROVEMENT AND ASSISTANCE AND SHALL RECOGNIZE SAID  
15 LOCAL EDUCATION PROVIDERS AS PRIORITY LOCAL EDUCATION PROVIDERS.

16 (b) THE OFFICE SHALL PROVIDE TECHNICAL ASSISTANCE TO EACH  
17 HIGH PRIORITY LOCAL EDUCATION PROVIDER AND TO PRIORITY EDUCATION  
18 PROVIDERS AS PROVIDED IN THIS ARTICLE.

19 (5) IN ADDITION TO THE ASSISTANCE SPECIFIED IN SECTIONS  
20 22-14-106 (3) AND 22-14-107 (4), THE OFFICE SHALL PROVIDE TECHNICAL  
21 ASSISTANCE IN THE AREAS OF DROPOUT PREVENTION AND STUDENT  
22 ENGAGEMENT AND RE-ENGAGEMENT TO THE HIGH PRIORITY AND, TO THE  
23 EXTENT PRACTICABLE WITHIN EXISTING RESOURCES, TO PRIORITY LOCAL  
24 EDUCATION PROVIDERS. TECHNICAL ASSISTANCE MAY INCLUDE, BUT NEED  
25 NOT BE LIMITED TO:

26 (a) TRAINING IN IMPLEMENTING IDENTIFIED, EFFECTIVE,  
27 RESEARCH-BASED STRATEGIES FOR DROPOUT PREVENTION AND STUDENT

1 ENGAGEMENT AND RE-ENGAGEMENT;

2 (b) ASSISTANCE IN ESTIMATING THE COST OF IMPLEMENTING THE  
3 IDENTIFIED STRATEGIES IN THE SCHOOLS OPERATED OR APPROVED BY THE  
4 PRIORITY LOCAL EDUCATION PROVIDER AND ANALYZING THE  
5 COST-EFFECTIVENESS OF THE STRATEGIES;

6 (c) IDENTIFICATION AND RECOMMENDATION OF EFFECTIVE  
7 APPROACHES APPLIED BY OTHER COLORADO LOCAL EDUCATION  
8 PROVIDERS THAT MAY BE SIMILARLY SITUATED TO THE PRIORITY LOCAL  
9 EDUCATION PROVIDER.

10 **22-14-104. Report of effective policies and strategies - creation**

11 **- use.** (1) ON OR BEFORE DECEMBER 31, 2009, THE OFFICE SHALL REVIEW  
12 THE EXISTING RESEARCH AND DATA FROM THIS STATE AND OTHER STATES  
13 AND COMPILE A REPORT OF EFFECTIVE DROPOUT PREVENTION AND  
14 STUDENT ENGAGEMENT AND RE-ENGAGEMENT POLICIES AND STRATEGIES  
15 IMPLEMENTED BY LOCAL EDUCATION PROVIDERS WITHIN THIS STATE AND  
16 IN OTHER STATES. THE OFFICE SHALL USE THE FINDINGS AND  
17 RECOMMENDATIONS IN THE REPORT TO PROVIDE TECHNICAL ASSISTANCE  
18 TO HIGH PRIORITY AND PRIORITY LOCAL EDUCATION PROVIDERS, TO ASSIST  
19 HIGH PRIORITY AND PRIORITY LOCAL EDUCATION PROVIDERS IN CREATING  
20 STUDENT GRADUATION AND COMPLETION PLANS, AND TO RECOMMEND TO  
21 THE STATE BOARD AND THE GENERAL ASSEMBLY STATE POLICIES  
22 CONCERNING DROPOUT PREVENTION AND STUDENT ENGAGEMENT AND  
23 RE-ENGAGEMENT. LOCAL EDUCATION PROVIDERS SHALL USE THE REPORT  
24 TO REVIEW THEIR POLICIES, TO FORMULATE NEW POLICIES AND  
25 STRATEGIES, AND, IN THE CASE OF HIGH PRIORITY AND PRIORITY LOCAL  
26 EDUCATION PROVIDERS, TO CREATE AND EVALUATE THEIR STUDENT  
27 GRADUATION AND COMPLETION PLANS.

1           (2) IN PREPARING THE REPORT OF EFFECTIVE POLICIES AND  
2 STRATEGIES, THE OFFICE, AT A MINIMUM, SHALL CONSULT, SHARE  
3 INFORMATION, AND COORDINATE EFFORTS WITH:

4           (a) THE GOVERNOR'S OFFICE;

5           (b) THE P-20 EDUCATION COORDINATING COUNCIL APPOINTED BY  
6 THE GOVERNOR PURSUANT TO EXECUTIVE ORDER B 003 07;

7           (c) LOCAL EDUCATION PROVIDERS WITHIN COLORADO THAT HAVE  
8 MAINTAINED LOW STUDENT DROPOUT RATES AND HIGH RATES OF STUDENT  
9 ENGAGEMENT AND RE-ENGAGEMENT IN PREVIOUS YEARS;

10           (d) STATE AND NATIONAL EXPERTS IN DROPOUT RATE REDUCTION  
11 AND STUDENT ENGAGEMENT AND RE-ENGAGEMENT STRATEGIES WHO ARE  
12 KNOWLEDGEABLE ABOUT SUCCESSFUL POLICIES AND PRACTICES FROM  
13 OTHER STATES AND LOCAL GOVERNMENTS IN OTHER STATES; AND

14           (e) FEDERAL GOVERNMENT OFFICIALS WHO ADMINISTER DROPOUT  
15 RATE REDUCTION AND STUDENT ENGAGEMENT AND RE-ENGAGEMENT  
16 INITIATIVES AND PROGRAMS.

17           (3) THE OFFICE SHALL PERIODICALLY REVIEW AND REVISE THE  
18 REPORT OF EFFECTIVE POLICIES AND STRATEGIES AS NECESSARY TO  
19 MAINTAIN THE REPORT'S RELEVANCE AND APPLICABILITY. THE OFFICE  
20 SHALL POST THE INITIAL REPORT OF EFFECTIVE STRATEGIES AND  
21 SUBSEQUENT REVISIONS ON THE DEPARTMENT'S WEB SITE.

22           **22-14-105. Assessment of statewide student attendance data**  
23 **- report.** BEGINNING IN THE 2009-10 ACADEMIC YEAR, THE OFFICE, WITH  
24 ASSISTANCE FROM OTHER DIVISIONS WITHIN THE DEPARTMENT, SHALL  
25 ANNUALLY ANALYZE DATA COLLECTED BY THE DEPARTMENT FROM LOCAL  
26 EDUCATION PROVIDERS THROUGHOUT THE STATE CONCERNING STUDENT  
27 ATTENDANCE AND THE IMPLEMENTATION OF SCHOOL ATTENDANCE

1 POLICIES AND PRACTICES AND SHALL ASSESS THE OVERALL INCIDENCE,  
2 CAUSES, AND EFFECTS OF STUDENT DROPOUT, ENGAGEMENT, AND  
3 RE-ENGAGEMENT IN COLORADO. ON OR BEFORE FEBRUARY 15, 2010, AND  
4 ON OR BEFORE FEBRUARY 15 EACH YEAR THEREAFTER, THE OFFICE SHALL  
5 PROVIDE TO LOCAL EDUCATION PROVIDERS, THE STATE BOARD, THE  
6 EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE OF  
7 REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, AND THE  
8 GOVERNOR'S OFFICE THE ASSESSMENT AND ANY RECOMMENDED  
9 STRATEGIES TO ADDRESS STUDENT DROPOUT, ENGAGEMENT, AND  
10 RE-ENGAGEMENT IN COLORADO. THE OFFICE MAY COMBINE THIS  
11 ASSESSMENT AND RECOMMENDATION WITH THE REPORT REQUIRED BY  
12 SECTION 22-14-110.

13 **22-14-106. Local education provider practices assessment -**  
14 **technical assistance - rules.** (1) (a) EACH HIGH PRIORITY AND PRIORITY  
15 LOCAL EDUCATION PROVIDER SHALL CONDUCT A PRACTICES ASSESSMENT  
16 AS DESCRIBED IN SUBSECTION (2) OF THIS SECTION. EACH HIGH PRIORITY  
17 AND PRIORITY LOCAL EDUCATION PROVIDER'S PRACTICES ASSESSMENT  
18 SHALL CONSIDER COMMUNITY PARTNERSHIPS WITH STATE AND LOCAL  
19 GOVERNMENT AGENCIES AND COMMUNITY-BASED ORGANIZATIONS AND  
20 CURRENT PRACTICES AND POLICIES AS THEY RELATE TO DIFFERENT TYPES  
21 OF DROPOUT STUDENTS OR STUDENTS AT RISK OF DROPPING OUT.

22 (b) EACH HIGH PRIORITY LOCAL EDUCATION PROVIDER SHALL  
23 COMPLETE ITS INITIAL PRACTICES ASSESSMENT NO LATER THAN JUNE 30,  
24 2010. EACH PRIORITY LOCAL EDUCATION PROVIDER SHALL COMPLETE ITS  
25 INITIAL PRACTICES ASSESSMENT NO LATER THAN JUNE 30, 2011.  
26 FOLLOWING COMPLETION OF THE INITIAL PRACTICES ASSESSMENT, EACH  
27 HIGH PRIORITY AND PRIORITY LOCAL EDUCATION PROVIDER SHALL REVIEW

1 AND UPDATE THE PRACTICES ASSESSMENT IN ACCORDANCE WITH  
2 TIMELINES ADOPTED BY RULE OF THE STATE BOARD.

3 (c) EACH LOCAL EDUCATION PROVIDER THAT IS NOT A HIGH  
4 PRIORITY OR PRIORITY LOCAL EDUCATION PROVIDER IS ENCOURAGED TO  
5 CONDUCT A PRACTICES ASSESSMENT AND TO PERIODICALLY REVIEW AND  
6 UPDATE THE PRACTICES ASSESSMENT. A LOCAL EDUCATION PROVIDER  
7 THAT CHOOSES TO CONDUCT A PRACTICES ASSESSMENT PURSUANT TO THIS  
8 PARAGRAPH (c) SHALL COMPLY WITH THE PROVISIONS OF SUBSECTION (4)  
9 OF THIS SECTION.

10 (d) IF A HIGH PRIORITY OR PRIORITY LOCAL EDUCATION PROVIDER  
11 HAS AUTHORIZED ONE OR MORE EXISTING CHARTER SCHOOLS PURSUANT  
12 TO ARTICLE 30.5 OF THIS TITLE, EACH CHARTER SCHOOL SHALL CONDUCT  
13 ITS OWN PRACTICES ASSESSMENT IN ACCORDANCE WITH THE DEADLINES  
14 SPECIFIED IN PARAGRAPH (b) OF THIS SUBSECTION (1) AND SUBMIT THE  
15 ASSESSMENT TO ITS AUTHORIZER FOR TRANSMITTAL TO THE DEPARTMENT  
16 PURSUANT TO SUBSECTION (4) OF THIS SECTION. A PRACTICES  
17 ASSESSMENT CONDUCTED BY A CHARTER SCHOOL SHALL CONFORM TO THE  
18 REQUIREMENTS SPECIFIED IN SUBSECTION (2) OF THIS SECTION.

19 (2) EACH PRACTICES ASSESSMENT, AT A MINIMUM, SHALL ADDRESS  
20 THE HIGH PRIORITY OR PRIORITY LOCAL EDUCATION PROVIDER'S:

21 (a) ATTENDANCE AND TRUANCY REPORTING AND ENFORCEMENT  
22 POLICIES AND DEFINITIONS;

23 (b) RISK FACTORS AND REMEDIES APPLICABLE TO STUDENTS WHO  
24 ARE FAILING ONE OR MORE COURSES, HAVE EXPERIENCED TRAUMATIC LIFE  
25 EVENTS, OR HAVE LOST ACADEMIC INTEREST OR MOTIVATION AND TO  
26 STUDENTS WHOSE PRESENCE OR ACTIONS ARE PERCEIVED TO BE  
27 DETRIMENTAL TO OTHER STUDENTS;

1 (c) INTERACTION WITH THE JUDICIAL SYSTEM IN ENFORCING  
2 COMPULSORY SCHOOL ATTENDANCE;

3 (d) INTERACTION WITH THE JUVENILE JUSTICE SYSTEM IN:

4 (I) ASSISTING IN ADMINISTERING JUVENILE DIVERSION PROGRAMS  
5 AND COORDINATING SUPPORTS FOR ALL STUDENTS TRANSITIONING OUT OF  
6 THE JUVENILE JUSTICE SYSTEM TO AID IN THE CONTINUATION OF THE  
7 STUDENTS' EDUCATION, ESPECIALLY FOR THOSE STUDENTS INVOLVED IN  
8 THE JUVENILE JUSTICE SYSTEM AS A RESULT OF SCHOOL-RELATED  
9 VIOLATIONS OF THE LOCAL EDUCATION PROVIDER'S CODE OF CONDUCT OR  
10 CRIMES COMMITTED ON SCHOOL PROPERTY; AND

11 (II) COORDINATING WITH JUVENILE PROBATION OFFICERS  
12 REGARDING SCHOOL-RELATED CONDITIONS OF PROBATION;

13 (e) COORDINATION WITH CHILD WELFARE SERVICES, INCLUDING  
14 BUT NOT LIMITED TO COUNTY DEPARTMENTS OF SOCIAL SERVICES,  
15 FACILITY SCHOOLS, AND OTHER YOUTH SERVICES PROVIDERS;

16 (f) GRADING POLICIES;

17 (g) POLICIES FOR GRADE REPETITION AND REMEDIATION;

18 (h) COURSE COMPLETION REQUIREMENTS AND POLICIES; AND

19 (i) POLICIES AND PRACTICES RELATING TO:

20 (I) THE USE OF INDIVIDUAL CAREER AND ACADEMIC PLANS;

21 (II) ADDRESSING ETHNICITY, LANGUAGE, AND CULTURAL  
22 BARRIERS BETWEEN STUDENTS' HOMES AND SCHOOL;

23 (III) ENGLISH-LANGUAGE ACQUISITION;

24 (IV) STUDENT ACQUISITION OF BEHAVIORAL, SOCIAL, AND  
25 EMOTIONAL SKILLS;

26 (V) STUDENTS' HEALTH CARE NEEDS;

27 (VI) ALTERNATIVE AND FLEXIBLE EDUCATIONAL STRATEGIES;

1 (VII) FAMILY INVOLVEMENT AND FAMILY SUPPORT SERVICES;

2 (VIII) STAFF DEVELOPMENT IN IMPLEMENTING EVIDENCE-BASED  
3 STRATEGIES;

4 (IX) INNOVATIONS TO ADDRESS BARRIERS TO SCHOOL  
5 ENGAGEMENT AND SUCCESS;

6 (X) OUTREACH SERVICES TO RE-ENGAGE STUDENTS WHO DROP  
7 OUT OF SCHOOL; AND

8 (XI) REVIEW AND ANALYSIS OF DATA REGARDING DROPOUT RATES,  
9 GRADUATION RATES, SCHOOL COMPLETION RATES, TRUANCY RATES, THE  
10 NUMBER OF STUDENTS WHO ARE HABITUALLY TRUANT, SUSPENSION  
11 RATES, AND EXPULSION RATES.

12 (3) THE OFFICE SHALL PROVIDE TECHNICAL ASSISTANCE TO HIGH  
13 PRIORITY LOCAL EDUCATION PROVIDERS TO ASSIST THEM IN COMPLETING  
14 THEIR PRACTICES ASSESSMENTS. THE OFFICE MAY PROVIDE TECHNICAL  
15 ASSISTANCE TO PRIORITY LOCAL EDUCATION PROVIDERS AS ALLOWABLE  
16 WITHIN AVAILABLE APPROPRIATIONS. IN ADDITION, AT THE REQUEST OF  
17 A HIGH PRIORITY OR PRIORITY LOCAL EDUCATION PROVIDER AND TO THE  
18 EXTENT PRACTICABLE WITHIN AVAILABLE RESOURCES, THE OFFICE SHALL  
19 PROVIDE A TEMPLATE, WHICH INCLUDES ANY STUDENT DATA THAT IS  
20 PERTINENT TO THE HIGH PRIORITY OR PRIORITY LOCAL EDUCATION  
21 PROVIDER AND TO WHICH THE OFFICE HAS ACCESS, TO ASSIST THE HIGH  
22 PRIORITY OR PRIORITY LOCAL EDUCATION PROVIDER IN PREPARING ITS  
23 PRACTICES ASSESSMENT.

24 (4) UPON COMPLETING ITS PRACTICES ASSESSMENT OR ANY  
25 UPDATES TO THE ASSESSMENT, EACH HIGH PRIORITY AND PRIORITY LOCAL  
26 EDUCATION PROVIDER SHALL TRANSMIT THE ASSESSMENT TO THE  
27 DEPARTMENT FOR PUBLICATION ON THE INTERNET. IN ADDITION, EACH

1 HIGH PRIORITY AND PRIORITY LOCAL EDUCATION PROVIDER SHALL  
2 PROVIDE A PRINTED COPY OF THE PRACTICES ASSESSMENT UPON REQUEST  
3 BY A MEMBER OF THE PUBLIC.

4 **22-14-107. Student graduation and completion plans -**  
5 **adoption - evaluation.** (1) (a) BASED ON THE COMPLETED PRACTICES  
6 ASSESSMENT, BY FEBRUARY 1, 2011, EACH HIGH PRIORITY LOCAL  
7 EDUCATION PROVIDER SHALL ADOPT A STUDENT GRADUATION AND  
8 COMPLETION PLAN FOR THE SCHOOLS OPERATED OR APPROVED BY THE  
9 PRIORITY LOCAL EDUCATION PROVIDER. EACH PRIORITY LOCAL  
10 EDUCATION PROVIDER SHALL ADOPT A STUDENT GRADUATION AND  
11 COMPLETION PLAN BY FEBRUARY 1, 2012. FOLLOWING ADOPTION OF THE  
12 INITIAL STUDENT GRADUATION AND COMPLETION PLAN, EACH HIGH  
13 PRIORITY AND PRIORITY LOCAL EDUCATION PROVIDER SHALL REVIEW AND  
14 UPDATE THE STUDENT GRADUATION AND COMPLETION PLAN IN  
15 ACCORDANCE WITH TIMELINES ADOPTED BY RULE OF THE STATE BOARD.

16 (b) EACH LOCAL EDUCATION PROVIDER THAT IS NOT A HIGH  
17 PRIORITY OR PRIORITY LOCAL EDUCATION PROVIDER IS ENCOURAGED TO  
18 ADOPT A STUDENT GRADUATION AND COMPLETION PLAN AND TO  
19 PERIODICALLY REVIEW AND UPDATE THE PLAN. A LOCAL EDUCATION  
20 PROVIDER THAT CHOOSES TO ADOPT A STUDENT GRADUATION AND  
21 COMPLETION PLAN PURSUANT TO THIS PARAGRAPH (b) SHALL COMPLY  
22 WITH THE PROVISIONS OF SUBSECTION (6) OF THIS SECTION.

23 (c) NOTWITHSTANDING ANY PROVISION OF PARAGRAPH (a) OF THIS  
24 SUBSECTION (1) TO THE CONTRARY, IF A HIGH PRIORITY OR PRIORITY  
25 LOCAL EDUCATION PROVIDER HAS AUTHORIZED ONE OR MORE EXISTING  
26 CHARTER HIGH SCHOOLS PURSUANT TO ARTICLE 30.5 OF THIS TITLE, EACH  
27 CHARTER HIGH SCHOOL SHALL ADOPT ITS OWN STUDENT GRADUATION AND

1 COMPLETION PLAN IN ACCORDANCE WITH THE DEADLINES SPECIFIED IN  
2 PARAGRAPH (a) OF THIS SUBSECTION (1) AND SUBMIT THE PLAN TO ITS  
3 AUTHORIZER FOR TRANSMITTAL TO THE DEPARTMENT PURSUANT TO  
4 SUBSECTION (6) OF THIS SECTION. A STUDENT GRADUATION AND  
5 COMPLETION PLAN ADOPTED BY A CHARTER HIGH SCHOOL SHALL CONFORM  
6 TO THE REQUIREMENTS SPECIFIED IN SUBSECTION (2) OF THIS SECTION.

7 (2) AT A MINIMUM, EACH HIGH PRIORITY AND PRIORITY LOCAL  
8 EDUCATION PROVIDER'S STUDENT GRADUATION AND COMPLETION PLAN  
9 SHALL INCLUDE:

10 (a) THE PERCENTAGE BY WHICH THE HIGH PRIORITY OR PRIORITY  
11 LOCAL EDUCATION PROVIDER ANTICIPATES REDUCING THE STUDENT  
12 TRUANCY RATE AND DROPOUT RATE AND THE TIMELINE FOR ACHIEVING  
13 THE REDUCTIONS;

14 (b) THE PERCENTAGE BY WHICH THE HIGH PRIORITY OR PRIORITY  
15 LOCAL EDUCATION PROVIDER ANTICIPATES INCREASING THE STUDENT  
16 ATTENDANCE, GRADUATION, AND COMPLETION RATES AND THE TIMELINE  
17 FOR ACHIEVING THE INCREASES;

18 (c) OTHER OBJECTIVES THAT THE HIGH PRIORITY OR PRIORITY  
19 LOCAL EDUCATION PROVIDER IDENTIFIES THAT ARE DESIGNED TO RESULT  
20 IN IMPROVED DROPOUT PREVENTION, IMPROVED STUDENT ATTENDANCE,  
21 AND IMPROVED STUDENT ENGAGEMENT AND RE-ENGAGEMENT WITHIN THE  
22 SCHOOLS OPERATED OR APPROVED BY THE HIGH PRIORITY OR PRIORITY  
23 LOCAL EDUCATION PROVIDER;

24 (d) THE MANNER IN WHICH THE HIGH PRIORITY OR PRIORITY LOCAL  
25 EDUCATION PROVIDER WILL MEASURE SUCCESS IN ACHIEVING THE GOALS  
26 AND OBJECTIVES OF THE STUDENT GRADUATION AND COMPLETION PLAN;

27 (e) THE MANNER IN WHICH SCHOOL STAFF AND PARENTS WILL

1 WORK TOGETHER TO ADDRESS THE RISK FACTORS AND REMEDIES FOR  
2 STUDENTS; AND

3 (f) A DESCRIPTION OF THE SERVICES THE HIGH PRIORITY OR  
4 PRIORITY LOCAL EDUCATION PROVIDER WILL PROVIDE TO A STUDENT WHO  
5 LEAVES A PUBLIC SCHOOL TO SEEK A GENERAL EDUCATIONAL  
6 DEVELOPMENT CERTIFICATE, WHICH SERVICES SHALL INCLUDE SERVICES  
7 TO SUPPORT THE STUDENT'S TRANSITION INTO OTHER EDUCATIONAL  
8 SETTINGS OR THE WORKFORCE.

9 (3) IN DESIGNING ITS STUDENT GRADUATION AND COMPLETION  
10 PLAN, EACH HIGH PRIORITY OR PRIORITY LOCAL EDUCATION PROVIDER IS  
11 ENCOURAGED TO:

12 (a) INCLUDE A VARIETY OF INNOVATIVE DROPOUT REDUCTION  
13 EFFORTS IN THE PLAN, INCLUDING NEW SCHOOLS AND PROGRAMS THAT  
14 PROVIDE EDUCATIONAL ENVIRONMENTS THAT ARE SPECIFICALLY  
15 DESIGNED TO PROMOTE STUDENT RE-ENGAGEMENT; AND

16 (b) REVIEW EXISTING SUPPORTS AND RESOURCES THAT THE HIGH  
17 PRIORITY OR PRIORITY LOCAL EDUCATION PROVIDER MAY LEVERAGE TO  
18 SUPPORT IMPLEMENTATION OF THE PLAN, INCLUDING BUT NOT LIMITED TO  
19 GRANTS FOR EXPELLED AND AT-RISK STUDENT SERVICES AVAILABLE  
20 PURSUANT TO SECTION 22-33-205, GRANTS AVAILABLE THROUGH THE  
21 SCHOOL COUNSELOR CORPS GRANT PROGRAM CREATED IN ARTICLE 91 OF  
22 THIS TITLE, ASSISTANCE AVAILABLE THROUGH THE CLOSING THE  
23 ACHIEVEMENT GAP PROGRAM PURSUANT TO SECTION 22-7-611, AND  
24 FEDERAL MONEYS AVAILABLE PURSUANT TO THE "SAFE AND DRUG-FREE  
25 SCHOOLS AND COMMUNITIES ACT", 20 U.S.C. SEC. 7101 ET SEQ.

26 (4) EACH HIGH PRIORITY OR PRIORITY LOCAL EDUCATION  
27 PROVIDER, IN ADOPTING ITS STUDENT GRADUATION AND COMPLETION

1 PLAN, SHALL ALSO ADOPT A PROCESS BY WHICH ANNUALLY TO REVIEW  
2 AND EVALUATE THE EFFECTIVENESS OF THE PLAN. EACH HIGH PRIORITY  
3 OR PRIORITY LOCAL EDUCATION PROVIDER THAT IS A SCHOOL DISTRICT  
4 SHALL INCLUDE ITS PRACTICES ASSESSMENT AND ITS STUDENT  
5 GRADUATION AND COMPLETION PLAN WITH THE DISTRICT IMPROVEMENT  
6 PLAN.

7 (5) THE OFFICE SHALL PROVIDE TECHNICAL ASSISTANCE TO HIGH  
8 PRIORITY LOCAL EDUCATION PROVIDERS TO ASSIST THEM IN COMPLETING  
9 THEIR STUDENT GRADUATION AND COMPLETION PLANS. THE OFFICE MAY  
10 PROVIDE TECHNICAL ASSISTANCE TO PRIORITY LOCAL EDUCATION  
11 PROVIDERS AS ALLOWABLE WITHIN AVAILABLE APPROPRIATIONS.

12 (6) UPON ADOPTING ITS STUDENT GRADUATION AND COMPLETION  
13 PLAN OR ANY UPDATES TO THE PLAN, EACH HIGH PRIORITY OR PRIORITY  
14 LOCAL EDUCATION PROVIDER SHALL TRANSMIT THE PLAN TO THE  
15 DEPARTMENT FOR PUBLICATION ON THE INTERNET. IN ADDITION, EACH  
16 HIGH PRIORITY OR PRIORITY LOCAL EDUCATION PROVIDER SHALL PROVIDE  
17 A PRINTED COPY OF THE STUDENT GRADUATION AND COMPLETION PLAN  
18 UPON REQUEST BY A MEMBER OF THE PUBLIC.

19 (7) (a) BEGINNING IN THE 2011-12 ACADEMIC YEAR, THE OFFICE  
20 SHALL ANNUALLY EVALUATE EACH HIGH PRIORITY LOCAL EDUCATION  
21 PROVIDER'S STUDENT GRADUATION AND COMPLETION PLAN AS PART OF  
22 THE ACCREDITATION REVIEW PROCESS. THE OFFICE SHALL EVALUATE THE  
23 COMPONENTS OF EACH STUDENT GRADUATION AND COMPLETION PLAN,  
24 THE HIGH PRIORITY LOCAL EDUCATION PROVIDER'S IMPLEMENTATION OF  
25 THE PLAN, AND THE RESULTS ACHIEVED. IN EVALUATING THE STUDENT  
26 GRADUATION AND COMPLETION PLANS, THE OFFICE SHALL GENERALLY  
27 ENSURE THAT THE HIGH PRIORITY LOCAL EDUCATION PROVIDER APPLIES

1 BEST PRACTICES AND STRATEGIES AND EMPLOYS RIGOROUS ONGOING  
2 PROGRAM EVALUATION AND OVERSIGHT IN IMPLEMENTING THE PLAN. ON  
3 COMPLETION OF THE EVALUATION, THE OFFICE MAY PROVIDE  
4 RECOMMENDATIONS TO THE HIGH PRIORITY LOCAL EDUCATION PROVIDER  
5 CONCERNING IMPROVEMENTS IN THE PLAN DESIGN AND IMPLEMENTATION.

6 (b) THE OFFICE MAY EVALUATE, AS DESCRIBED IN PARAGRAPH (a)  
7 OF THIS SUBSECTION (7), THE STUDENT GRADUATION AND COMPLETION  
8 PLANS OF PRIORITY LOCAL EDUCATION PROVIDERS AS ALLOWABLE WITHIN  
9 AVAILABLE APPROPRIATIONS.

10 **22-14-108. Local education provider - notice to parent of**  
11 **dropout status.** (1) EACH LOCAL EDUCATION PROVIDER SHALL ADOPT  
12 AND IMPLEMENT POLICIES AND PROCEDURES PURSUANT TO WHICH THE  
13 LOCAL EDUCATION PROVIDER OR THE PUBLIC SCHOOL IN WHICH THE  
14 STUDENT WAS ENROLLED SHALL NOTIFY A STUDENT'S PARENT IF THE  
15 STUDENT DROPS OUT OF SCHOOL, EVEN IF THE STUDENT IS NOT SUBJECT TO  
16 THE COMPULSORY ATTENDANCE REQUIREMENT SPECIFIED IN SECTION  
17 22-33-104. THE LOCAL EDUCATION PROVIDER SHALL DEVELOP THE  
18 POLICIES AND PROCEDURES WITH THE GOAL OF ENCOURAGING THE  
19 STUDENT TO RE-ENROLL IN SCHOOL AND OF CONVEYING TO THE STUDENT'S  
20 PARENT THE LONG-TERM RAMIFICATIONS TO THE STUDENT OF DROPPING  
21 OUT OF SCHOOL.

22 (2) AT A MINIMUM, THE POLICIES AND PROCEDURES SHALL SPECIFY  
23 THE TIME FRAMES BY WHICH THE LOCAL EDUCATION PROVIDER OR THE  
24 PUBLIC SCHOOL IN WHICH THE STUDENT WAS ENROLLED SHALL NOTIFY THE  
25 PARENT AND SHALL REQUIRE THE PERSONNEL AT THE PUBLIC SCHOOL TO  
26 ATTEMPT TO MEET IN PERSON WITH THE STUDENT AND HIS OR HER PARENT.

27 (3) AT A MINIMUM, THE NOTICE SHALL INCLUDE WRITTEN

1 NOTIFICATION OF THE STUDENT'S DROPOUT STATUS AND AN EXPLANATION  
2 OF THE EDUCATIONAL ALTERNATIVES AVAILABLE TO THE STUDENT TO  
3 ASSIST HIM OR HER IN RE-ENGAGING IN SCHOOL.

4 (4) FOR PURPOSES OF THIS SECTION:

5 (a) FOR A STUDENT WHOSE PARENTS ARE SEPARATED OR  
6 DIVORCED, "PARENT" MEANS THE PARENT WHO HAS CUSTODY OR  
7 DECISION-MAKING RESPONSIBILITY WITH RESPECT TO THE STUDENT'S  
8 EDUCATION.

9 (b) FOR A STUDENT WHO IS NOT IN THE CUSTODY OF HIS OR HER  
10 BIOLOGICAL OR ADOPTIVE PARENTS, "PARENT" MEANS THE STUDENT'S  
11 LEGAL GUARDIAN OR LEGAL CUSTODIAN OR OTHER PERSON WHO HAS  
12 CUSTODY OF THE STUDENT.

13 **22-14-109. Student re-engagement grant program - rules -**  
14 **application - grants - fund created - report.** (1) THERE IS HEREBY  
15 CREATED WITHIN THE DEPARTMENT THE STUDENT RE-ENGAGEMENT  
16 GRANT PROGRAM TO PROVIDE GRANT MONEYS TO LOCAL EDUCATION  
17 PROVIDERS TO USE IN PROVIDING EDUCATIONAL SERVICES AND SUPPORTS  
18 TO STUDENTS TO MAINTAIN STUDENT ENGAGEMENT AND SUPPORT  
19 STUDENT RE-ENGAGEMENT IN HIGH SCHOOL. SUBJECT TO AVAILABLE  
20 APPROPRIATIONS, THE STATE BOARD SHALL AWARD STUDENT  
21 RE-ENGAGEMENT GRANTS TO LOCAL EDUCATION PROVIDERS FROM  
22 MONEYS APPROPRIATED FROM THE STUDENT RE-ENGAGEMENT GRANT  
23 PROGRAM FUND CREATED IN SUBSECTION (4) OF THIS SECTION.

24 (2) THE STATE BOARD SHALL ADOPT RULES PURSUANT TO THE  
25 "STATE ADMINISTRATIVE PROCEDURE ACT", ARTICLE 4 OF TITLE 24,  
26 C.R.S., FOR IMPLEMENTING THE GRANT PROGRAM. AT A MINIMUM, THE  
27 RULES SHALL INCLUDE:

1 (a) TIMELINES AND PROCEDURES BY WHICH A LOCAL EDUCATION  
2 PROVIDER MAY APPLY FOR A GRANT;

3 (b) THE INFORMATION TO BE INCLUDED ON GRANT APPLICATIONS,  
4 INCLUDING AT A MINIMUM:

5 (I) THE LOCAL EDUCATION PROVIDER'S PLAN FOR PROVIDING  
6 EDUCATIONAL SERVICES, INCLUDING SOCIAL AND EMOTIONAL SUPPORT  
7 SERVICES;

8 (II) A DESCRIPTION OF THE SERVICES TO BE PROVIDED;

9 (III) THE ESTIMATED COST OF PROVIDING THE SERVICES;

10 (IV) THE CRITERIA THE LOCAL EDUCATION PROVIDER WILL APPLY  
11 TO MEASURE THE EFFECTIVENESS OF THE SERVICES PROVIDED; AND

12 (V) A DESCRIPTION OF THE LOCAL EDUCATION PROVIDER'S  
13 POLICIES AND PRACTICES RELATED TO:

14 (A) COURSE COMPLETION AND CREDIT RECOVERY;

15 (B) ATTENDANCE AND BEHAVIOR IMPROVEMENTS;

16 (C) ALTERNATIVE AND FLEXIBLE LEARNING STRATEGIES;

17 (D) SAFE AND WELCOMING SCHOOL ENVIRONMENTS;

18 (E) STUDENT SOCIAL AND EMOTIONAL SUPPORTS;

19 (F) FAMILY ENGAGEMENT AND FAMILY SUPPORT STRATEGIES;

20 (G) STAFF DEVELOPMENT;

21 (H) INNOVATIONS TO ADDRESS BARRIERS TO SCHOOL  
22 ENGAGEMENT AND SUCCESS; AND

23 (I) TRANSFERENCE OF STUDENT RECORDS TO AND RECEIPT OF  
24 STUDENT RECORDS FROM OTHER LOCAL EDUCATION PROVIDERS.

25 (3) EACH LOCAL EDUCATION PROVIDER THAT SEEKS TO RECEIVE A  
26 GRANT PURSUANT TO THIS SECTION SHALL SUBMIT AN APPLICATION TO THE  
27 DEPARTMENT IN ACCORDANCE WITH THE RULES ADOPTED BY THE STATE

1 BOARD. THE DEPARTMENT SHALL REVIEW THE GRANT APPLICATIONS  
2 RECEIVED AND RECOMMEND GRANT RECIPIENTS AND GRANT AMOUNTS TO  
3 THE STATE BOARD. THE STATE BOARD SHALL ANNUALLY AWARD GRANTS  
4 THROUGH THE GRANT PROGRAM BASED ON THE DEPARTMENT'S  
5 RECOMMENDATIONS.

6 (4) (a) THERE IS HEREBY CREATED IN THE STATE TREASURY THE  
7 STUDENT RE-ENGAGEMENT GRANT PROGRAM FUND, REFERRED TO IN THIS  
8 SUBSECTION (4) AS THE "FUND", THAT SHALL CONSIST OF ANY MONEYS  
9 CREDITED TO THE FUND PURSUANT TO PARAGRAPH (b) OF THIS  
10 SUBSECTION (4) AND ANY ADDITIONAL MONEYS THAT THE GENERAL  
11 ASSEMBLY MAY APPROPRIATE TO THE FUND. THE MONEYS IN THE FUND  
12 SHALL BE SUBJECT TO ANNUAL APPROPRIATION BY THE GENERAL  
13 ASSEMBLY TO THE DEPARTMENT FOR THE DIRECT AND INDIRECT COSTS  
14 ASSOCIATED WITH THE IMPLEMENTATION OF THIS SECTION.

15 (b) THE DEPARTMENT IS AUTHORIZED TO SEEK AND ACCEPT GIFTS,  
16 GRANTS, OR DONATIONS FROM PRIVATE OR PUBLIC SOURCES FOR THE  
17 PURPOSES OF THIS SECTION; EXCEPT THAT THE DEPARTMENT MAY NOT  
18 ACCEPT A GIFT, GRANT, OR DONATION IF IT IS SUBJECT TO CONDITIONS  
19 THAT ARE INCONSISTENT WITH THIS ARTICLE OR ANY OTHER LAW OF THE  
20 STATE. THE DEPARTMENT SHALL TRANSMIT ALL PRIVATE AND PUBLIC  
21 MONEYS RECEIVED THROUGH GIFTS, GRANTS, OR DONATIONS TO THE  
22 STATE TREASURER, WHO SHALL CREDIT THE SAME TO THE FUND.

23 (c) THE DEPARTMENT MAY EXPEND UP TO THREE PERCENT OF THE  
24 MONEYS ANNUALLY APPROPRIATED FROM THE FUND TO OFFSET THE COSTS  
25 INCURRED IN IMPLEMENTING THIS SECTION AND IN EVALUATING AND  
26 PROVIDING TECHNICAL ASSISTANCE TO LOCAL EDUCATION PROVIDERS  
27 THAT RECEIVE GRANTS PURSUANT TO THIS SECTION.

1 (d) ANY MONEYS IN THE FUND NOT EXPENDED FOR THE PURPOSE  
2 OF THIS SECTION MAY BE INVESTED BY THE STATE TREASURER AS  
3 PROVIDED BY LAW. ALL INTEREST AND INCOME DERIVED FROM THE  
4 INVESTMENT AND DEPOSIT OF MONEYS IN THE FUND SHALL BE CREDITED  
5 TO THE FUND. ANY UNEXPENDED AND UNENCUMBERED MONEYS  
6 REMAINING IN THE FUND AT THE END OF A FISCAL YEAR SHALL REMAIN IN  
7 THE FUND AND SHALL NOT BE CREDITED OR TRANSFERRED TO THE  
8 GENERAL FUND OR ANOTHER FUND.

9 (5) (a) ON OR BEFORE FEBRUARY 15, 2011, AND ON OR BEFORE  
10 FEBRUARY 15 EACH YEAR THEREAFTER, THE DEPARTMENT SHALL  
11 EVALUATE THE STUDENT RE-ENGAGEMENT SERVICES PROVIDED BY EACH  
12 LOCAL EDUCATION PROVIDER THAT RECEIVED A GRANT PURSUANT TO THIS  
13 SECTION IN THE PRECEDING FISCAL YEAR; EXCEPT THAT THE DEPARTMENT  
14 NEED NOT PROVIDE AN EVALUATION FOR ANY FISCAL YEAR IN WHICH  
15 GRANTS WERE NOT AWARDED. AT A MINIMUM, THE DEPARTMENT SHALL  
16 REVIEW:

17 (I) THE OUTCOMES AND EFFECTIVENESS OF THE SERVICES  
18 PROVIDED AS MEASURED BY THE DEMONSTRATED DEGREE OF STUDENT  
19 RE-ENGAGEMENT;

20 (II) THE ACADEMIC GROWTH OF STUDENTS WHO RECEIVED  
21 SERVICES AS A RESULT OF THE GRANT, TO THE EXTENT THE INFORMATION  
22 IS AVAILABLE;

23 (III) THE REDUCTION IN THE DROPOUT RATE; AND

24 (IV) THE INCREASE IN THE GRADUATION AND COMPLETION RATES  
25 FOR THE GRANT RECIPIENTS' SCHOOLS.

26 (b) THE DEPARTMENT SHALL REPORT THE EVALUATION RESULTS  
27 TO THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE OF

1 REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, IN CONJUNCTION  
2 WITH THE REPORT SUBMITTED PURSUANT TO SECTION 22-14-110.

3 **22-14-110. State board - rules.** (1) THE STATE BOARD SHALL  
4 PROMULGATE PURSUANT TO THE "STATE ADMINISTRATIVE PROCEDURE  
5 ACT", ARTICLE 4 OF TITLE 24, C.R.S., SUCH RULES AS MAY BE NECESSARY  
6 TO IMPLEMENT THE PROVISIONS OF THIS ARTICLE. AT A MINIMUM, SAID  
7 RULES SHALL INCLUDE:

8 (a) THE RULES REQUIRED PURSUANT TO SECTION 22-14-103 (4) TO  
9 ESTABLISH CRITERIA FOR IDENTIFYING HIGH PRIORITY AND PRIORITY  
10 LOCAL EDUCATION PROVIDERS;

11 (b) THE RULES REQUIRED PURSUANT TO SECTION 22-14-109 FOR  
12 THE STUDENT RE-ENGAGEMENT GRANT PROGRAM; AND

13 (c) RULES TO DEFINE AND CALCULATE THE FOLLOWING RATES:

14 (I) THE STUDENT DROPOUT RATE;

15 (II) THE GRADUATION RATE;

16 (III) THE COMPLETION RATE;

17 (IV) THE STUDENT ENGAGEMENT RATE;

18 (V) THE STUDENT RE-ENGAGEMENT RATE;

19 (VI) THE TRUANCY RATE;

20 (VII) THE STUDENT MOBILITY RATE;

21 (VIII) THE STUDENT SUSPENSION RATE; AND

22 (IX) THE STUDENT EXPULSION RATE.

23 (2) TO THE EXTENT THE STATE BOARD, AS OF THE EFFECTIVE DATE  
24 OF THIS ARTICLE, HAS ALREADY PROMULGATED ANY OF THE RULES  
25 SPECIFIED IN SUBSECTION (1) OF THIS SECTION, THE STATE BOARD SHALL  
26 REVIEW SAID RULES AND DETERMINE WHETHER THEY SHOULD BE REVISED  
27 BASED ON THE PROVISIONS OF THIS ARTICLE.

1           **22-14-111. Report to general assembly, state board, and**  
2           **governor - exception to three-year expiration.** (1) ON OR BEFORE  
3           FEBRUARY 15, 2010, AND ON OR BEFORE FEBRUARY 15 EACH YEAR  
4           THEREAFTER, THE OFFICE SHALL SUBMIT TO THE STATE BOARD, THE  
5           EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE OF  
6           REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, AND TO THE  
7           GOVERNOR A REPORT MAKING STATE POLICY FINDINGS AND  
8           RECOMMENDATIONS TO REDUCE THE STUDENT DROPOUT RATE AND  
9           INCREASE THE STUDENT GRADUATION AND COMPLETION RATES. AT A  
10          MINIMUM, IN PREPARING THE FINDINGS AND RECOMMENDATIONS, THE  
11          OFFICE SHALL:

12           (a) CONSIDER WHICH STATE STATUTES AND RULES MAY BE  
13           APPROPRIATELY AMENDED TO PROVIDE INCENTIVES AND SUPPORT FOR AND  
14           REMOVE BARRIERS TO REDUCING THE STUDENT DROPOUT RATE AND  
15           INCREASING THE STUDENT GRADUATION AND COMPLETION RATES,  
16           INCLUDING BUT NOT LIMITED TO STATUTES AND RULES PERTAINING TO  
17           FUNDING FOR LOCAL EDUCATION PROVIDERS' OPERATING COSTS, FUNDING  
18           FOR CATEGORICAL PROGRAMS, AND TRUANCY;

19           (b) CONSIDER RESEARCH-BASED DROPOUT PREVENTION AND  
20           STUDENT ENGAGEMENT AND RE-ENGAGEMENT STRATEGIES;

21           (c) DETERMINE THE AMOUNT OF STATE MONEYS SPENT ON  
22           REDUCING THE DROPOUT RATES IN SCHOOLS OPERATED OR APPROVED BY  
23           LOCAL EDUCATION PROVIDERS IN THE PRECEDING FISCAL YEAR AND  
24           DETERMINE THE EFFECTS OF THOSE EXPENDITURES; AND

25           (d) CONSULT WITH THE PERSONS SPECIFIED IN SECTION 22-14-104  
26           (2).

27           (2) BEGINNING WITH THE REPORT SUBMITTED PURSUANT TO THIS

1 SECTION ON FEBRUARY 15, 2012, THE OFFICE SHALL ADD TO THE REPORT  
2 A SUMMARY OF THE ACTIONS TAKEN BY LOCAL EDUCATION PROVIDERS  
3 STATEWIDE TO REDUCE THE STUDENT DROPOUT RATE AND INCREASE THE  
4 GRADUATION AND COMPLETION RATES AND THE PROGRESS MADE IN  
5 ACHIEVING THESE GOALS. AT A MINIMUM, THE SUMMARY SHALL  
6 INCLUDE:

7 (a) A SUMMARY AND EVALUATION OF THE STUDENT GRADUATION  
8 AND COMPLETION PLANS ADOPTED BY THE LOCAL EDUCATION PROVIDERS;

9 (b) A LIST OF THE LOCAL EDUCATION PROVIDERS WHOSE SCHOOLS  
10 HAVE EXPERIENCED THE GREATEST DECREASE IN STUDENT DROPOUT  
11 RATES AND THE GREATEST INCREASE IN STUDENT GRADUATION AND  
12 COMPLETION RATES IN THE STATE IN THE PRECEDING ACADEMIC YEAR;

13 (c) IDENTIFICATION OF LOCAL EDUCATION PROVIDERS AND PUBLIC  
14 SCHOOLS THAT ARE ACHIEVING THE GOALS AND OBJECTIVES SPECIFIED IN  
15 THEIR STUDENT GRADUATION AND COMPLETION PLANS AND THOSE THAT  
16 ARE NOT ACHIEVING THEIR GOALS AND OBJECTIVES;

17 (d) EXPLANATION OF THE ACTIONS TAKEN AND STRATEGIES  
18 IMPLEMENTED BY THE LOCAL EDUCATION PROVIDERS WITH THE HIGHEST  
19 STUDENT DROPOUT RATES TO REDUCE THOSE RATES AND BY THE LOCAL  
20 EDUCATION PROVIDERS WITH THE LOWEST STUDENT GRADUATION AND  
21 COMPLETION RATES TO INCREASE THOSE RATES;

22 (e) IDENTIFICATION OF THE LOCAL EDUCATION PROVIDERS THAT  
23 HAVE DEMONSTRATED THE GREATEST IMPROVEMENT IN REDUCING THEIR  
24 STUDENT DROPOUT RATES AND INCREASING THEIR STUDENT GRADUATION  
25 AND COMPLETION RATES AND DESCRIPTIONS OF THE ACTIONS TAKEN AND  
26 STRATEGIES IMPLEMENTED BY THE LOCAL EDUCATION PROVIDERS  
27 OPERATING OR APPROVING THESE SCHOOLS TO ACHIEVE THESE

1 IMPROVEMENTS; AND

2 (f) AN EVALUATION OF THE OVERALL PROGRESS ACROSS THE  
3 STATE IN MEETING THE GOALS SPECIFIED IN SECTION 22-14-101 FOR  
4 REDUCING THE STUDENT DROPOUT RATE AND INCREASING THE STUDENT  
5 GRADUATION AND COMPLETION RATES.

6 (3) NOTWITHSTANDING THE PROVISIONS OF SECTION 24-1-136  
7 (11), C.R.S., THE REPORTING REQUIREMENTS SPECIFIED IN THIS ARTICLE  
8 SHALL NOT EXPIRE BUT SHALL CONTINUE TO BE REQUIRED UNTIL  
9 REPEALED BY THE GENERAL ASSEMBLY.

10 **SECTION 2.** 22-32-109.1 (2) (a) (III), Colorado Revised  
11 Statutes, is amended to read:

12 **22-32-109.1. Board of education - specific powers and duties**  
13 **- safe schools. (2) Safe school plan.** In order to provide a learning  
14 environment that is safe, conducive to the learning process, and free from  
15 unnecessary disruption, following consultation with the school district  
16 accountability committee and school advisory councils, parents, teachers,  
17 administrators, students, student councils where available, and, where  
18 appropriate, the community at large, each school district board of  
19 education shall adopt and implement a safe school plan, or review and  
20 revise, if necessary, any existing plans or policies already in effect, which  
21 shall include, but not be limited to, the following:

22 (a) **Conduct and discipline code.** A concisely written conduct  
23 and discipline code that shall be enforced uniformly, fairly, and  
24 consistently for all students. Copies of the code shall be provided to each  
25 student upon enrollment at the elementary, middle, and high school levels  
26 and shall be posted or kept on file at each public school in the school  
27 district. The code shall include, but shall not be limited to:

1 (III) Provisions for the initiation of SUSPENSION OR expulsion  
2 proceedings for students who qualify as habitually disruptive by causing  
3 a disruption in the classroom, on school grounds, in school vehicles, or  
4 at school activities or sanctioned events for a third time during a single  
5 school year or calendar year;

6 **SECTION 3.** 22-33-104 (4) (a), Colorado Revised Statutes, is  
7 amended to read:

8 **22-33-104. Compulsory school attendance.** (4) (a) The board  
9 of education shall adopt a written policy setting forth the district's  
10 attendance requirements. Said policy shall provide for excused absences,  
11 including those listed as exclusions from compulsory school attendance  
12 in accordance with subsection (2) of this section. ~~except that paragraph~~  
13 ~~(d) of said subsection (2), relating to suspension and expulsion, shall be~~  
14 ~~considered an unexcused absence for purposes of the attendance policy.~~  
15 An attendance policy developed pursuant to this section may include  
16 appropriate penalties for nonattendance due to unexcused absence,  
17 including, but not limited to, the imposition of academic penalty for  
18 classes missed while unexcused.

19 **SECTION 4.** 22-33-106 (1) (c.5) (I) and (1) (c.5) (III), Colorado  
20 Revised Statutes, are amended to read:

21 **22-33-106. Grounds for suspension, expulsion, and denial of**  
22 **admission.** (1) The following shall be grounds for suspension or  
23 expulsion of a child from a public school during a school year:

24 (c.5) (I) Declaration as an habitually disruptive student pursuant  
25 to the provisions of this paragraph (c.5). ~~which expulsion shall be~~  
26 ~~mandatory.~~

27 (III) The student and the parent, legal guardian, or legal custodian

1 shall have been notified in writing of each suspension counted toward  
2 declaring the student as habitually disruptive pursuant to this paragraph  
3 (c.5) and the student and parent, legal guardian, or legal custodian shall  
4 have been notified in writing and by telephone or other means at the home  
5 or the place of employment of the parent or legal guardian of the  
6 definition of "habitually disruptive student". ~~and the mandatory expulsion~~  
7 ~~of such students.~~

8 **SECTION 5. Repeal.** 22-33-107.1, Colorado Revised Statutes,  
9 is repealed as follows:

10 **22-33-107.1. Parental notice of dropout status.** No later than  
11 October 1, 2005, the board of education of each school district shall adopt  
12 ~~and implement policies and procedures requiring the school district to~~  
13 ~~notify the parent or parents with custody or decision-making~~  
14 ~~responsibility with respect to education or the legal guardian or the legal~~  
15 ~~custodian of a high school dropout who is not subject to the compulsory~~  
16 ~~attendance requirement specified in section 22-33-104. At a minimum,~~  
17 ~~the notice shall include written notification. The board of education shall~~  
18 ~~develop the notice with the goal of attempting to return the student to~~  
19 ~~school and of conveying to the student's parent or parents with custody or~~  
20 ~~decision-making responsibility with respect to education or the student's~~  
21 ~~legal guardian or legal custodian the long-term ramifications to the~~  
22 ~~student of dropping out of school.~~

23 **SECTION 6.** 22-2-103 (1) (g) and (1) (h), Colorado Revised  
24 Statutes, are amended, and the said 22-2-103 (1) is further amended BY  
25 THE ADDITION OF A NEW PARAGRAPH, to read:

26 **22-2-103. Department of education.** (1) The department of  
27 education shall include the following:

1 (g) The facility schools unit ~~and~~ ESTABLISHED IN SECTION  
2 22-2-403;

3 (h) The facility schools board ESTABLISHED IN SECTION 22-2-404;  
4 AND

5 (i) THE OFFICE OF DROPOUT PREVENTION AND STUDENT  
6 RE-ENGAGEMENT ESTABLISHED IN SECTION 22-14-103.

7 **SECTION 7.** 24-1-115, Colorado Revised Statutes, is amended  
8 BY THE ADDITION OF A NEW SUBSECTION to read:

9 **24-1-115. Department of education - creation.** (14) THE  
10 DEPARTMENT OF EDUCATION SHALL INCLUDE THE OFFICE OF DROPOUT  
11 PREVENTION AND STUDENT RE-ENGAGEMENT ESTABLISHED IN SECTION  
12 22-14-103, C.R.S., AND ITS POWERS, DUTIES, AND FUNCTIONS, AS IF THE  
13 OFFICE WERE TRANSFERRED BY A **TYPE 2** TRANSFER TO THE DEPARTMENT  
14 OF EDUCATION.

15 **SECTION 8. Safety clause.** The general assembly hereby finds,  
16 determines, and declares that this act is necessary for the immediate  
17 preservation of the public peace, health, and safety.