

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

PREAMENDED

*This Unofficial Version Includes Committee
Amendments Not Yet Adopted on Second Reading*

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 **HIGHSCHOOLS IN COLORADO, AND MAKING AN APPROPRIATION**
103 **IN CONNECTION THEREWITH.**

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

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.*

office.

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.

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.

1 THE GRADUATION RATE FOR COLORADO STUDENTS WITH DISABILITIES IS
2 SIXTY-THREE AND SEVEN-TENTHS PERCENT, COMPARED WITH A
3 STATEWIDE GRADUATION RATE OF SEVENTY-FIVE PERCENT.

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, ADULT BASIC EDUCATION, GENERAL
18 EDUCATIONAL DEVELOPMENT CERTIFICATE, AND
19 ENGLISH-AS-A-SECOND-LANGUAGE PROGRAMS, OFFICES OF WORKFORCE
20 DEVELOPMENT, SCHOOL-BASED STUDENT SUPPORT PERSONNEL, EXTENDED
21 LEARNING OPPORTUNITY AND FAMILY EDUCATION PROGRAMS, GENERAL
22 EDUCATIONAL DEVELOPMENT PROGRAMS, AND FACILITY SCHOOLS.

23 **22-14-102. Definitions.** AS USED IN THIS ARTICLE, UNLESS THE
24 CONTEXT OTHERWISE REQUIRES:

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

1 CERTIFICATE.

2 (2) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION
3 CREATED AND EXISTING PURSUANT TO SECTION 24-1-115, C.R.S.

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

9 (4) "EXTENDED LEARNING OPPORTUNITY PROGRAMS" MEANS
10 PROGRAMS THAT PROVIDE KINDERGARTEN-THROUGH-TWELFTH-GRADE
11 SUPERVISED LEARNING ACTIVITIES THAT MAY INCLUDE, BUT NEED NOT BE
12 LIMITED TO, AFTER-SCHOOL PROGRAMS, BEFORE-SCHOOL PROGRAMS,
13 SUMMER SCHOOL PROGRAMS, WEEKEND PROGRAMS, AND EXTENDED-DAY
14 AND EXTENDED-YEAR PROGRAMS.

15 (5) "GRADUATION" MEANS A STUDENT MEETS THE LOCALLY
16 DEFINED REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA.

17 (6) "GRANT PROGRAM" MEANS THE STUDENT RE-ENGAGEMENT
18 GRANT PROGRAM ESTABLISHED IN SECTION 22-14-109.

19 (7) "HIGH PRIORITY LOCAL EDUCATION PROVIDER" MEANS A LOCAL
20 EDUCATION PROVIDER THAT THE OFFICE IDENTIFIES PURSUANT TO SECTION
21 22-14-103 (4) AS BEING MOST IN NEED OF TECHNICAL ASSISTANCE AND
22 SUPPORT.

23 (8) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A
24 BOARD OF COOPERATIVE SERVICES CREATED PURSUANT TO ARTICLE 5 OF
25 THIS TITLE, OR THE STATE CHARTER SCHOOL INSTITUTE CREATED
26 PURSUANT TO SECTION 22-30.5-503.

27 (9) "OFFICE" MEANS THE OFFICE OF DROPOUT PREVENTION AND

1 STUDENT RE-ENGAGEMENT CREATED WITHIN THE DEPARTMENT OF
2 EDUCATION PURSUANT TO SECTION 22-14-103.

3 (10) "PARENT" MEANS A STUDENT'S BIOLOGICAL OR ADOPTIVE
4 PARENT OR THE STUDENT'S LEGAL GUARDIAN OR LEGAL CUSTODIAN.

5 (11) "PRIORITY LOCAL EDUCATION PROVIDER" MEANS A LOCAL
6 EDUCATION PROVIDER THAT THE OFFICE IDENTIFIES PURSUANT TO SECTION
7 22-14-103 (4) AS BEING IN SIGNIFICANT NEED OF TECHNICAL ASSISTANCE
8 AND SUPPORT.

9 (12) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION
10 CREATED AND EXISTING PURSUANT TO SECTION 1 OF ARTICLE IX OF THE
11 STATE CONSTITUTION.

12 (13) "STUDENT ENGAGEMENT" MEANS A STUDENT'S SENSE OF
13 BELONGING, SAFETY, AND INVOLVEMENT IN SCHOOL THAT LEADS TO
14 ACADEMIC ACHIEVEMENT, REGULAR SCHOOL ATTENDANCE, AND
15 GRADUATION. ELEMENTS OF PROMOTING STUDENT ENGAGEMENT INCLUDE
16 PROVIDING RIGOROUS AND RELEVANT INSTRUCTION, CREATING POSITIVE
17 RELATIONSHIPS WITH TEACHERS AND COUNSELORS, PROVIDING SOCIAL
18 AND EMOTIONAL SUPPORT SERVICES FOR STUDENTS AND THEIR FAMILIES,
19 CREATING PARTNERSHIPS WITH COMMUNITY ORGANIZATIONS AND
20 FAMILIES THAT FOSTER LEARNING OUTSIDE OF THE CLASSROOM, AND
21 CULTIVATING REGULAR SCHOOL ATTENDANCE.

22 (14) "STUDENT GRADUATION AND COMPLETION PLAN" MEANS A
23 LOCAL EDUCATION PROVIDER'S PLAN, CREATED PURSUANT TO SECTION
24 22-14-107, FOR REDUCING THE STUDENT DROPOUT RATE AND INCREASING
25 THE RATES OF STUDENT ENGAGEMENT, RE-ENGAGEMENT, GRADUATION,
26 AND COMPLETION.

27 (15) "STUDENT RE-ENGAGEMENT" MEANS THAT A STUDENT

1 REENROLLS IN HIGH SCHOOL AFTER DROPPING OUT PRIOR TO COMPLETION.
2 STUDENT RE-ENGAGEMENT USUALLY RESULTS FROM A LOCAL EDUCATION
3 PROVIDER'S USE OF EVIDENCE- OR RESEARCH-BASED STRATEGIES TO
4 REACH OUT TO STUDENTS WHO HAVE DROPPED OUT OF SCHOOL AND TO
5 ASSIST THEM IN TRANSITIONING BACK INTO SCHOOL AND OBTAINING THEIR
6 HIGH SCHOOL DIPLOMAS OR OTHERWISE COMPLETING HIGH SCHOOL.

7 (16) "STUDENT SUPPORT PERSONNEL" MEANS A STATE-LICENSED
8 OR STATE-CERTIFIED SCHOOL COUNSELOR, SCHOOL PSYCHOLOGIST,
9 SCHOOL SOCIAL WORKER, OR SCHOOL NURSE, OR OTHER STATE-LICENSED
10 OR STATE-CERTIFIED MENTAL HEALTH PROFESSIONAL QUALIFIED UNDER
11 STATE LAW TO PROVIDE SUPPORT SERVICES TO CHILDREN AND
12 ADOLESCENTS.

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

27 (b) THE OFFICE OF DROPOUT PREVENTION AND STUDENT

1 RE-ENGAGEMENT AND THE DIRECTOR OF THE OFFICE SHALL EXERCISE
2 THEIR POWERS AND PERFORM THEIR DUTIES AND FUNCTIONS UNDER THE
3 DEPARTMENT OF EDUCATION, THE COMMISSIONER OF EDUCATION, AND THE
4 STATE BOARD OF EDUCATION AS IF THE SAME WERE TRANSFERRED TO THE
5 DEPARTMENT OF EDUCATION BY A **TYPE 2** TRANSFER AS DEFINED IN THE
6 "ADMINISTRATIVE ORGANIZATION ACT OF 1968", ARTICLE 1 OF TITLE 24,
7 C.R.S.

8 (c) THE DEPARTMENT IS STRONGLY ENCOURAGED TO DIRECT, TO
9 THE EXTENT POSSIBLE, ANY INCREASES IN THE AMOUNT OF FEDERAL
10 MONEYS RECEIVED BY THE DEPARTMENT FOR PROGRAMS UNDER TITLE I,
11 PART A OF THE "ELEMENTARY AND SECONDARY EDUCATION ACT OF
12 1965", 20 U.S.C. SEC. 6301 ET SEQ., PROGRAMS UNDER THE "INDIVIDUALS
13 WITH DISABILITIES EDUCATION ACT", 20 U.S.C., SEC. 1400, ET SEQ., OR
14 OTHER FEDERAL PROGRAMS TO ASSIST IN FUNDING THE ACTIVITIES OF THE
15 OFFICE AS SPECIFIED IN THIS ARTICLE.

16 (d) THE DEPARTMENT SHALL SEEK AND MAY ACCEPT AND EXPEND
17 GIFTS, GRANTS, AND DONATIONS FROM PUBLIC OR PRIVATE ENTITIES TO
18 FUND THE OPERATIONS OF THE OFFICE, INCLUDING THE PERSONNEL FOR
19 THE OFFICE AND EXECUTION OF THE DUTIES AND RESPONSIBILITIES
20 SPECIFIED IN THIS ARTICLE. NOTWITHSTANDING ANY PROVISION OF THIS
21 ARTICLE TO THE CONTRARY, THE DEPARTMENT IS NOT REQUIRED TO
22 IMPLEMENT THE PROVISIONS OF THIS ARTICLE UNTIL SUCH TIME AS THE
23 DEPARTMENT HAS RECEIVED AN AMOUNT IN GIFTS, GRANTS, AND
24 DONATIONS FROM PUBLIC OR PRIVATE ENTITIES THAT THE DEPARTMENT
25 DEEMS SUFFICIENT TO ADEQUATELY FUND THE OPERATIONS OF THE OFFICE.

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 PREVENTION SERVICES DIVISION IN THE DEPARTMENT OF
9 PUBLIC HEALTH AND ENVIRONMENT;

10 (IV) THE DIVISION OF YOUTH CORRECTIONS AND OTHER AGENCIES
11 WITHIN THE JUVENILE JUSTICE SYSTEM;

12 (V) THE DEPARTMENT OF CORRECTIONS;

13 (VI) THE JUDICIAL DEPARTMENT;

14 (VII) INSTITUTIONS OF HIGHER EDUCATION;

15 (VIII) OFFICES OF WORKFORCE DEVELOPMENT;

16 (IX) EXTENDED LEARNING OPPORTUNITY AND FAMILY EDUCATION
17 PROGRAMS;

18 (X) ADULT BASIC EDUCATION AND
19 ENGLISH-AS-A-SECOND-LANGUAGE PROGRAMS;

20 (XI) ORGANIZATIONS THAT PROVIDE SERVICES FOR PREGNANT AND
21 PARENTING TEENS AND STUDENTS WITH SPECIAL HEALTH AND EDUCATION
22 NEEDS;

23 (XII) AGENCIES AND NONPROFIT ORGANIZATIONS WITHIN THE
24 CHILD WELFARE SYSTEM; AND

25 (XIII) PRIVATE, NONPROFIT ORGANIZATIONS THAT PROVIDE
26 SERVICES FOR HOMELESS FAMILIES AND YOUTH.

27 (d) SOLICIT PUBLIC AND PRIVATE GIFTS, GRANTS, AND DONATIONS

1 TO ASSIST IN THE IMPLEMENTATION OF THIS ARTICLE; AND

2 (e) EVALUATE THE EFFECTIVENESS OF LOCAL EDUCATION
3 PROVIDERS' EFFORTS IN REDUCING THE STATEWIDE STUDENT DROPOUT
4 RATE AND INCREASING THE STATEWIDE GRADUATION AND COMPLETION
5 RATES AND TO REPORT PROGRESS IN IMPLEMENTING THE PROVISIONS OF
6 THIS ARTICLE.

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

14 (I) WHICH LOCAL EDUCATION PROVIDERS ARE MOST IN NEED OF
15 IMPROVEMENT AND ASSISTANCE AND SHALL RECOGNIZE SAID LOCAL
16 EDUCATION PROVIDERS AS HIGH PRIORITY LOCAL EDUCATION PROVIDERS;
17 AND

18 (II) WHICH LOCAL EDUCATION PROVIDERS ARE IN SIGNIFICANT
19 NEED OF IMPROVEMENT AND ASSISTANCE AND SHALL RECOGNIZE SAID
20 LOCAL EDUCATION PROVIDERS AS PRIORITY LOCAL EDUCATION PROVIDERS.

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

24 (5) IN ADDITION TO THE ASSISTANCE SPECIFIED IN SECTIONS
25 22-14-106 (3) AND 22-14-107 (4), THE OFFICE SHALL PROVIDE TECHNICAL
26 ASSISTANCE IN THE AREAS OF DROPOUT PREVENTION AND STUDENT
27 ENGAGEMENT AND RE-ENGAGEMENT TO THE HIGH PRIORITY AND, TO THE

1 EXTENT PRACTICABLE WITHIN EXISTING RESOURCES, TO PRIORITY LOCAL
2 EDUCATION PROVIDERS. TECHNICAL ASSISTANCE MAY INCLUDE, BUT NEED
3 NOT BE LIMITED TO:

4 (a) TRAINING IN IMPLEMENTING IDENTIFIED, EFFECTIVE,
5 RESEARCH-BASED STRATEGIES FOR DROPOUT PREVENTION AND STUDENT
6 ENGAGEMENT AND RE-ENGAGEMENT;

7 (b) ASSISTANCE IN ESTIMATING THE COST OF IMPLEMENTING THE
8 IDENTIFIED STRATEGIES IN THE SCHOOLS OPERATED OR APPROVED BY THE
9 PRIORITY LOCAL EDUCATION PROVIDER AND ANALYZING THE
10 COST-EFFECTIVENESS OF THE STRATEGIES;

11 (c) IDENTIFICATION AND RECOMMENDATION OF EFFECTIVE
12 APPROACHES APPLIED BY OTHER COLORADO LOCAL EDUCATION
13 PROVIDERS THAT MAY BE SIMILARLY SITUATED TO THE PRIORITY LOCAL
14 EDUCATION PROVIDER.

15 **22-14-104. Report of effective policies and strategies - creation**

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

1 RE-ENGAGEMENT. HIGH PRIORITY AND PRIORITY LOCAL EDUCATION
2 PROVIDERS MAY USE THE REPORT TO REVIEW THEIR POLICIES, TO
3 FORMULATE NEW POLICIES AND STRATEGIES, AND TO CREATE AND
4 EVALUATE THEIR STUDENT GRADUATION AND COMPLETION PLANS.

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

8 (a) THE GOVERNOR'S OFFICE;

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

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

14 (d) STATE AND NATIONAL EXPERTS IN DROPOUT RATE REDUCTION
15 AND STUDENT ENGAGEMENT AND RE-ENGAGEMENT STRATEGIES WHO ARE
16 KNOWLEDGEABLE ABOUT SUCCESSFUL POLICIES AND PRACTICES FROM
17 OTHER STATES AND LOCAL GOVERNMENTS IN OTHER STATES; AND

18 (e) FEDERAL GOVERNMENT OFFICIALS WHO ADMINISTER DROPOUT
19 RATE REDUCTION AND STUDENT ENGAGEMENT AND RE-ENGAGEMENT
20 INITIATIVES AND PROGRAMS.

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

26 **22-14-105. Assessment of statewide student attendance data**
27 **- report.** BEGINNING IN THE 2009-10 ACADEMIC YEAR, THE OFFICE, WITH

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

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

26 (b) EACH HIGH PRIORITY LOCAL EDUCATION PROVIDER SHALL
27 COMPLETE ITS INITIAL PRACTICES ASSESSMENT NO LATER THAN JUNE 30,

1 2010. EACH PRIORITY LOCAL EDUCATION PROVIDER SHALL COMPLETE ITS
2 INITIAL PRACTICES ASSESSMENT NO LATER THAN JUNE 30, 2011.
3 FOLLOWING COMPLETION OF THE INITIAL PRACTICES ASSESSMENT, EACH
4 HIGH PRIORITY AND PRIORITY LOCAL EDUCATION PROVIDER SHALL REVIEW
5 AND UPDATE THE PRACTICES ASSESSMENT IN ACCORDANCE WITH
6 TIMELINES ADOPTED BY RULE OF THE STATE BOARD.

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

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

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

25 (a) ATTENDANCE AND TRUANCY REPORTING AND ENFORCEMENT
26 POLICIES AND DEFINITIONS;

27 (b) RISK FACTORS AND REMEDIES APPLICABLE TO STUDENTS WHO

1 ARE FAILING ONE OR MORE COURSES, HAVE EXPERIENCED TRAUMATIC LIFE
2 EVENTS, OR HAVE LOST ACADEMIC INTEREST OR MOTIVATION AND TO
3 STUDENTS WHOSE PRESENCE OR ACTIONS ARE PERCEIVED TO BE
4 DETRIMENTAL TO OTHER STUDENTS;

5 (c) INTERACTION WITH THE JUDICIAL SYSTEM IN ENFORCING
6 COMPULSORY SCHOOL ATTENDANCE;

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

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

15 (II) COORDINATING WITH JUVENILE PROBATION OFFICERS
16 REGARDING SCHOOL-RELATED CONDITIONS OF PROBATION;

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

20 (f) GRADING POLICIES;

21 (g) POLICIES FOR GRADE REPETITION AND REMEDIATION;

22 (h) COURSE COMPLETION REQUIREMENTS AND POLICIES; AND

23 (i) POLICIES AND PRACTICES RELATING TO:

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

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

27 (III) ENGLISH-LANGUAGE ACQUISITION;

- 1 (IV) STUDENT ACQUISITION OF BEHAVIORAL, SOCIAL, AND
- 2 EMOTIONAL SKILLS;
- 3 (V) STUDENTS' HEALTH CARE NEEDS;
- 4 (VI) ALTERNATIVE AND FLEXIBLE EDUCATIONAL STRATEGIES;
- 5 (VII) FAMILY INVOLVEMENT AND FAMILY SUPPORT SERVICES;
- 6 (VIII) EXTENDED LEARNING OPPORTUNITY PROGRAMS;
- 7 (IX) STAFF DEVELOPMENT IN IMPLEMENTING EVIDENCE-BASED
- 8 STRATEGIES;
- 9 (X) INNOVATIONS TO ADDRESS BARRIERS TO SCHOOL
- 10 ENGAGEMENT AND SUCCESS;
- 11 (XI) OUTREACH SERVICES TO RE-ENGAGE STUDENTS WHO DROP
- 12 OUT OF SCHOOL; AND
- 13 (XII) REVIEW AND ANALYSIS OF DATA REGARDING DROPOUT
- 14 RATES, GRADUATION RATES, SCHOOL COMPLETION RATES, TRUANCY
- 15 RATES, THE NUMBER OF STUDENTS WHO ARE HABITUALLY TRUANT,
- 16 SUSPENSION RATES, AND EXPULSION RATES.

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

1 PRACTICES ASSESSMENT.

2 (4) UPON COMPLETING ITS PRACTICES ASSESSMENT OR ANY
3 UPDATES TO THE ASSESSMENT, EACH HIGH PRIORITY AND PRIORITY LOCAL
4 EDUCATION PROVIDER SHALL TRANSMIT THE ASSESSMENT TO THE
5 DEPARTMENT FOR PUBLICATION ON THE INTERNET. ■ ■ ■

6 **22-14-107. Student graduation and completion plans -**

7 **adoption - evaluation.** (1) (a) BASED ON THE COMPLETED PRACTICES
8 ASSESSMENT, BY A DATE SPECIFIED BY RULE OF THE STATE BOARD, BUT
9 NOT LATER THAN OCTOBER 1, 2010, EACH HIGH PRIORITY LOCAL
10 EDUCATION PROVIDER SHALL ADOPT A STUDENT GRADUATION AND
11 COMPLETION PLAN FOR THE SCHOOLS OPERATED OR APPROVED BY THE
12 PRIORITY LOCAL EDUCATION PROVIDER. EACH PRIORITY LOCAL
13 EDUCATION PROVIDER SHALL ADOPT A STUDENT GRADUATION AND
14 COMPLETION PLAN BY A DATE SPECIFIED BY RULE OF THE STATE BOARD,
15 BUT NOT LATER THAN OCTOBER 1, 2011. FOLLOWING ADOPTION OF THE
16 INITIAL STUDENT GRADUATION AND COMPLETION PLAN, EACH HIGH
17 PRIORITY AND PRIORITY LOCAL EDUCATION PROVIDER SHALL REVIEW AND
18 UPDATE THE STUDENT GRADUATION AND COMPLETION PLAN IN
19 ACCORDANCE WITH TIMELINES ADOPTED BY RULE OF THE STATE BOARD.
20 IN SETTING THE DATES FOR ADOPTION OF THE INITIAL STUDENT
21 GRADUATION AND COMPLETION PLANS AND THE TIMELINES FOR
22 REVIEWING AND UPDATING THE STUDENT GRADUATION AND COMPLETION
23 PLANS, THE STATE BOARD SHALL ENSURE THAT THE DATES COINCIDE WITH
24 THE DATES BY WHICH EACH LOCAL EDUCATION PROVIDER IS REQUIRED TO
25 ADOPT THE PLAN REQUIRED BY ITS ACCREDITATION CATEGORY OR ITS
26 ANNUAL PERFORMANCE REVIEW.

27 (b) EACH LOCAL EDUCATION PROVIDER THAT IS NOT A HIGH

1 PRIORITY OR PRIORITY LOCAL EDUCATION PROVIDER IS ENCOURAGED TO
2 ADOPT A STUDENT GRADUATION AND COMPLETION PLAN AND TO
3 PERIODICALLY REVIEW AND UPDATE THE PLAN. A LOCAL EDUCATION
4 PROVIDER THAT CHOOSES TO ADOPT A STUDENT GRADUATION AND
5 COMPLETION PLAN PURSUANT TO THIS PARAGRAPH (b) SHALL COMPLY
6 WITH THE PROVISIONS OF SUBSECTION (6) OF THIS SECTION.

7 (c) NOTWITHSTANDING ANY PROVISION OF PARAGRAPH (a) OF THIS
8 SUBSECTION (1) TO THE CONTRARY, IF A HIGH PRIORITY OR PRIORITY
9 LOCAL EDUCATION PROVIDER HAS AUTHORIZED ONE OR MORE EXISTING
10 CHARTER HIGH SCHOOLS PURSUANT TO ARTICLE 30.5 OF THIS TITLE, EACH
11 CHARTER HIGH SCHOOL SHALL ADOPT ITS OWN STUDENT GRADUATION AND
12 COMPLETION PLAN IN ACCORDANCE WITH THE DEADLINES SPECIFIED IN
13 PARAGRAPH (a) OF THIS SUBSECTION (1) AND SUBMIT THE PLAN ■ ■ TO
14 THE DEPARTMENT PURSUANT TO SUBSECTION (6) OF THIS SECTION. A
15 STUDENT GRADUATION AND COMPLETION PLAN ADOPTED BY A CHARTER
16 HIGH SCHOOL SHALL CONFORM TO THE REQUIREMENTS SPECIFIED IN
17 SUBSECTION (2) OF THIS SECTION.

18 (2) AT A MINIMUM, EACH HIGH PRIORITY AND PRIORITY LOCAL
19 EDUCATION PROVIDER'S STUDENT GRADUATION AND COMPLETION PLAN
20 SHALL INCLUDE:

21 (a) THE PERCENTAGE BY WHICH THE HIGH PRIORITY OR PRIORITY
22 LOCAL EDUCATION PROVIDER ANTICIPATES REDUCING THE STUDENT
23 TRUANCY RATE AND DROPOUT RATE AND THE TIMELINE FOR ACHIEVING
24 THE REDUCTIONS;

25 (b) THE PERCENTAGE BY WHICH THE HIGH PRIORITY OR PRIORITY
26 LOCAL EDUCATION PROVIDER ANTICIPATES INCREASING THE STUDENT
27 ATTENDANCE, GRADUATION, AND COMPLETION RATES AND THE TIMELINE

1 FOR ACHIEVING THE INCREASES;

2 (c) OTHER OBJECTIVES THAT THE HIGH PRIORITY OR PRIORITY
3 LOCAL EDUCATION PROVIDER IDENTIFIES THAT ARE DESIGNED TO RESULT
4 IN IMPROVED DROPOUT PREVENTION, IMPROVED STUDENT ATTENDANCE,
5 AND IMPROVED STUDENT ENGAGEMENT AND RE-ENGAGEMENT WITHIN THE
6 SCHOOLS OPERATED OR APPROVED BY THE HIGH PRIORITY OR PRIORITY
7 LOCAL EDUCATION PROVIDER;

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

11 (e) THE MANNER IN WHICH SCHOOL STAFF AND PARENTS WILL
12 WORK TOGETHER TO ADDRESS THE RISK FACTORS AND REMEDIES FOR
13 STUDENTS; AND

14 (f) A DESCRIPTION OF THE SUPPORTS THAT THE HIGH PRIORITY OR
15 PRIORITY LOCAL EDUCATION PROVIDER WILL PROVIDE TO A STUDENT WHO
16 LEAVES A PUBLIC SCHOOL PRIOR TO GRADUATION OR COMPLETION,
17 INCLUDING AN EXPLANATION OF THE EDUCATIONAL ALTERNATIVES
18 AVAILABLE TO THE STUDENT TO ASSIST HIM OR HER IN RE-ENGAGING IN
19 SCHOOL AND OTHER INFORMATION TO ASSIST WITH HIS OR HER TRANSITION
20 INTO OTHER EDUCATIONAL SETTINGS, INCLUDING BUT NOT LIMITED TO AN
21 ADULT BASIC EDUCATION, GENERAL EDUCATIONAL DEVELOPMENT, OR
22 ENGLISH-AS-A-SECOND-LANGUAGE PROGRAM, OR INTO THE WORKFORCE
23 OR JOB TRAINING.

24 (3) IN DESIGNING ITS STUDENT GRADUATION AND COMPLETION
25 PLAN, EACH HIGH PRIORITY OR PRIORITY LOCAL EDUCATION PROVIDER IS
26 ENCOURAGED TO:

27 (a) INCLUDE A VARIETY OF INNOVATIVE DROPOUT REDUCTION

1 EFFORTS IN THE PLAN, INCLUDING NEW SCHOOLS AND PROGRAMS THAT
2 PROVIDE EDUCATIONAL ENVIRONMENTS THAT ARE SPECIFICALLY
3 DESIGNED TO PROMOTE STUDENT RE-ENGAGEMENT, INCLUDING POLICIES
4 AND PROGRAMS THAT CREATE ALTERNATIVE PATHWAYS TO HIGH SCHOOL
5 GRADUATION; AND

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

16 (4) EACH HIGH PRIORITY OR PRIORITY LOCAL EDUCATION
17 PROVIDER, IN ADOPTING ITS STUDENT GRADUATION AND COMPLETION
18 PLAN, SHALL ALSO ADOPT A PROCESS BY WHICH ANNUALLY TO REVIEW
19 AND EVALUATE THE EFFECTIVENESS OF THE PLAN. EACH HIGH PRIORITY
20 OR PRIORITY LOCAL EDUCATION PROVIDER THAT IS A SCHOOL DISTRICT
21 SHALL INCLUDE ITS PRACTICES ASSESSMENT AND ITS STUDENT
22 GRADUATION AND COMPLETION PLAN WITH THE DISTRICT IMPROVEMENT
23 PLAN.

24 (5) THE OFFICE SHALL PROVIDE TECHNICAL ASSISTANCE TO HIGH
25 PRIORITY LOCAL EDUCATION PROVIDERS TO ASSIST THEM IN COMPLETING
26 THEIR STUDENT GRADUATION AND COMPLETION PLANS. THE OFFICE MAY
27 PROVIDE TECHNICAL ASSISTANCE TO PRIORITY LOCAL EDUCATION

1 PROVIDERS AS ALLOWABLE WITHIN AVAILABLE APPROPRIATIONS.

2 (6) UPON ADOPTING ITS STUDENT GRADUATION AND COMPLETION
3 PLAN OR ANY UPDATES TO THE PLAN, EACH HIGH PRIORITY OR PRIORITY
4 LOCAL EDUCATION PROVIDER SHALL TRANSMIT THE PLAN TO THE
5 DEPARTMENT FOR PUBLICATION ON THE INTERNET. ■ ■ ■

6 (7) (a) BEGINNING IN THE 2011-12 ACADEMIC YEAR, THE OFFICE
7 SHALL ANNUALLY EVALUATE EACH HIGH PRIORITY LOCAL EDUCATION
8 PROVIDER'S STUDENT GRADUATION AND COMPLETION PLAN AS PART OF
9 THE ACCREDITATION REVIEW PROCESS. THE OFFICE SHALL EVALUATE THE
10 COMPONENTS OF EACH STUDENT GRADUATION AND COMPLETION PLAN,
11 THE HIGH PRIORITY LOCAL EDUCATION PROVIDER'S IMPLEMENTATION OF
12 THE PLAN, AND THE RESULTS ACHIEVED. IN EVALUATING THE STUDENT
13 GRADUATION AND COMPLETION PLANS, THE OFFICE SHALL GENERALLY
14 ENSURE THAT THE HIGH PRIORITY LOCAL EDUCATION PROVIDER APPLIES
15 BEST PRACTICES AND STRATEGIES AND EMPLOYS RIGOROUS ONGOING
16 PROGRAM EVALUATION AND OVERSIGHT IN IMPLEMENTING THE PLAN. ON
17 COMPLETION OF THE EVALUATION, THE OFFICE MAY PROVIDE
18 RECOMMENDATIONS TO THE HIGH PRIORITY LOCAL EDUCATION PROVIDER
19 CONCERNING IMPROVEMENTS IN THE PLAN DESIGN AND IMPLEMENTATION.


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

24 **22-14-108. Local education provider - notice to parent of**
25 **dropout status.** (1) EACH LOCAL EDUCATION PROVIDER SHALL ADOPT
26 AND IMPLEMENT POLICIES AND PROCEDURES PURSUANT TO WHICH THE
27 LOCAL EDUCATION PROVIDER OR THE PUBLIC SCHOOL IN WHICH THE

1 STUDENT WAS ENROLLED SHALL NOTIFY A STUDENT'S PARENT IF THE
2 STUDENT DROPS OUT OF SCHOOL, EVEN IF THE STUDENT IS NOT SUBJECT TO
3 THE COMPULSORY ATTENDANCE REQUIREMENT SPECIFIED IN SECTION
4 22-33-104. THE LOCAL EDUCATION PROVIDER SHALL DEVELOP THE
5 POLICIES AND PROCEDURES WITH THE GOAL OF ENCOURAGING THE
6 STUDENT TO RE-ENROLL IN SCHOOL AND OF CONVEYING TO THE STUDENT'S
7 PARENT THE LONG-TERM RAMIFICATIONS TO THE STUDENT OF DROPPING
8 OUT OF SCHOOL.

9 (2) AT A MINIMUM, THE POLICIES AND PROCEDURES SHALL SPECIFY
10 THE TIME FRAMES BY WHICH THE LOCAL EDUCATION PROVIDER OR THE
11 PUBLIC SCHOOL IN WHICH THE STUDENT WAS ENROLLED SHALL NOTIFY THE
12 STUDENT AND HIS OR HER PARENT AND SHALL REQUIRE THE PERSONNEL AT
13 THE PUBLIC SCHOOL TO ATTEMPT TO MEET IN PERSON WITH THE STUDENT
14 AND HIS OR HER PARENT.

15 (3) AT A MINIMUM, THE NOTICE SHALL INCLUDE WRITTEN
16 NOTIFICATION OF THE STUDENT'S DROPOUT STATUS AND AN EXPLANATION
17 OF THE EDUCATIONAL ALTERNATIVES AVAILABLE TO THE STUDENT TO
18 ASSIST HIM OR HER IN RE-ENGAGING IN SCHOOL.

19 
20 **22-14-109. Student re-engagement grant program - rules -**
21 **application - grants - fund created - report.** (1) THERE IS HEREBY
22 CREATED WITHIN THE DEPARTMENT THE STUDENT RE-ENGAGEMENT
23 GRANT PROGRAM TO PROVIDE GRANT MONEYS TO LOCAL EDUCATION
24 PROVIDERS TO USE IN PROVIDING EDUCATIONAL SERVICES AND SUPPORTS
25 TO STUDENTS TO MAINTAIN STUDENT ENGAGEMENT AND SUPPORT
26 STUDENT RE-ENGAGEMENT IN HIGH SCHOOL. SUBJECT TO AVAILABLE
27 APPROPRIATIONS, THE STATE BOARD SHALL AWARD STUDENT

1 RE-ENGAGEMENT GRANTS TO LOCAL EDUCATION PROVIDERS FROM
2 MONEYS APPROPRIATED FROM THE STUDENT RE-ENGAGEMENT GRANT
3 PROGRAM FUND CREATED IN SUBSECTION (4) OF THIS SECTION.

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

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

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

12 (I) THE LOCAL EDUCATION PROVIDER'S PLAN FOR PROVIDING
13 EDUCATIONAL SERVICES, INCLUDING SOCIAL AND EMOTIONAL SUPPORT
14 SERVICES;

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

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

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

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

21 (A) COURSE COMPLETION AND CREDIT RECOVERY;

22 (B) ATTENDANCE AND BEHAVIOR IMPROVEMENTS;

23 (C) ALTERNATIVE AND FLEXIBLE LEARNING STRATEGIES;

24 (D) SAFE AND WELCOMING SCHOOL ENVIRONMENTS;

25 (E) STUDENT SOCIAL AND EMOTIONAL SUPPORTS;

26 (F) FAMILY ENGAGEMENT AND FAMILY SUPPORT STRATEGIES;

27 (G) STAFF DEVELOPMENT;

1 (H) INNOVATIONS TO ADDRESS BARRIERS TO SCHOOL
2 ENGAGEMENT AND SUCCESS; AND

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

5 (3) EACH LOCAL EDUCATION PROVIDER THAT SEEKS TO RECEIVE A
6 GRANT PURSUANT TO THIS SECTION SHALL SUBMIT AN APPLICATION TO THE
7 DEPARTMENT IN ACCORDANCE WITH THE RULES ADOPTED BY THE STATE
8 BOARD. THE DEPARTMENT SHALL REVIEW THE GRANT APPLICATIONS
9 RECEIVED AND RECOMMEND GRANT RECIPIENTS AND GRANT AMOUNTS TO
10 THE STATE BOARD. THE STATE BOARD SHALL ANNUALLY AWARD GRANTS
11 THROUGH THE GRANT PROGRAM BASED ON THE DEPARTMENT'S
12 RECOMMENDATIONS.

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

22 (b) THE DEPARTMENT IS AUTHORIZED TO SEEK AND ACCEPT GIFTS,
23 GRANTS, OR DONATIONS FROM PRIVATE OR PUBLIC SOURCES FOR THE
24 PURPOSES OF THIS SECTION; EXCEPT THAT THE DEPARTMENT MAY NOT
25 ACCEPT A GIFT, GRANT, OR DONATION IF IT IS SUBJECT TO CONDITIONS
26 THAT ARE INCONSISTENT WITH THIS ARTICLE OR ANY OTHER LAW OF THE
27 STATE. THE DEPARTMENT SHALL TRANSMIT ALL PRIVATE AND PUBLIC

1 MONEYS RECEIVED THROUGH GIFTS, GRANTS, OR DONATIONS TO THE
2 STATE TREASURER, WHO SHALL CREDIT THE SAME TO THE FUND.

3 (c) THE DEPARTMENT MAY EXPEND UP TO THREE PERCENT OF THE
4 MONEYS ANNUALLY APPROPRIATED FROM THE FUND TO OFFSET THE COSTS
5 INCURRED IN IMPLEMENTING THIS SECTION AND IN EVALUATING AND
6 PROVIDING TECHNICAL ASSISTANCE TO LOCAL EDUCATION PROVIDERS
7 THAT RECEIVE GRANTS PURSUANT TO THIS SECTION.

8 (d) ANY MONEYS IN THE FUND NOT EXPENDED FOR THE PURPOSE
9 OF THIS SECTION MAY BE INVESTED BY THE STATE TREASURER AS
10 PROVIDED BY LAW. ALL INTEREST AND INCOME DERIVED FROM THE
11 INVESTMENT AND DEPOSIT OF MONEYS IN THE FUND SHALL BE CREDITED
12 TO THE FUND. ANY UNEXPENDED AND UNENCUMBERED MONEYS
13 REMAINING IN THE FUND AT THE END OF A FISCAL YEAR SHALL REMAIN IN
14 THE FUND AND SHALL NOT BE CREDITED OR TRANSFERRED TO THE
15 GENERAL FUND OR ANOTHER FUND.

16 (e) THE DEPARTMENT IS ENCOURAGED TO DIRECT TO THE FUND
17 ANY FEDERAL MONEYS RECEIVED BY THE DEPARTMENT THAT MAY BE USED
18 FOR THE PURPOSES SPECIFIED IN THIS SECTION.

19 (5) (a) ON OR BEFORE FEBRUARY 15, 2011, AND ON OR BEFORE
20 FEBRUARY 15 EACH YEAR THEREAFTER, THE DEPARTMENT SHALL
21 EVALUATE THE STUDENT RE-ENGAGEMENT SERVICES PROVIDED BY EACH
22 LOCAL EDUCATION PROVIDER THAT RECEIVED A GRANT PURSUANT TO THIS
23 SECTION IN THE PRECEDING FISCAL YEAR; EXCEPT THAT THE DEPARTMENT
24 NEED NOT PROVIDE AN EVALUATION FOR ANY FISCAL YEAR IN WHICH
25 GRANTS WERE NOT AWARDED. AT A MINIMUM, THE DEPARTMENT SHALL
26 REVIEW:

27 (I) THE OUTCOMES AND EFFECTIVENESS OF THE SERVICES

1 PROVIDED AS MEASURED BY THE DEMONSTRATED DEGREE OF STUDENT
2 RE-ENGAGEMENT;

3 (II) THE ACADEMIC GROWTH OF STUDENTS WHO RECEIVED
4 SERVICES AS A RESULT OF THE GRANT, TO THE EXTENT THE INFORMATION
5 IS AVAILABLE;

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

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

9 (b) THE DEPARTMENT SHALL REPORT THE EVALUATION RESULTS
10 TO THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE OF
11 REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, IN CONJUNCTION
12 WITH THE REPORT SUBMITTED PURSUANT TO SECTION 22-14-110.

13 **22-14-110. State board - rules.** (1) THE STATE BOARD SHALL
14 PROMULGATE PURSUANT TO THE "STATE ADMINISTRATIVE PROCEDURE
15 ACT", ARTICLE 4 OF TITLE 24, C.R.S., SUCH RULES AS MAY BE NECESSARY
16 TO IMPLEMENT THE PROVISIONS OF THIS ARTICLE. AT A MINIMUM, SAID
17 RULES SHALL INCLUDE:

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

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

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

24 (I) THE STUDENT DROPOUT RATE;

25 (II) THE GRADUATION RATE;

26 (III) THE COMPLETION RATE;

27 (IV) THE STUDENT ENGAGEMENT RATE;

- 1 (V) THE STUDENT RE-ENGAGEMENT RATE;
- 2 (VI) THE TRUANCY RATE;
- 3 (VII) THE STUDENT MOBILITY RATE;
- 4 (VIII) THE STUDENT SUSPENSION RATE; AND
- 5 (IX) THE STUDENT EXPULSION RATE.

6 (2) TO THE EXTENT THE STATE BOARD, AS OF THE EFFECTIVE DATE
7 OF THIS ARTICLE, HAS ALREADY PROMULGATED ANY OF THE RULES
8 SPECIFIED IN SUBSECTION (1) OF THIS SECTION, THE STATE BOARD SHALL
9 REVIEW SAID RULES AND DETERMINE WHETHER THEY SHOULD BE REVISED
10 BASED ON THE PROVISIONS OF THIS ARTICLE.

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

22 (a) CONSIDER WHICH STATE STATUTES AND RULES MAY BE
23 APPROPRIATELY AMENDED TO PROVIDE INCENTIVES AND SUPPORT FOR AND
24 REMOVE BARRIERS TO REDUCING THE STUDENT DROPOUT RATE AND
25 INCREASING THE STUDENT GRADUATION AND COMPLETION RATES,
26 INCLUDING BUT NOT LIMITED TO STATUTES AND RULES PERTAINING TO
27 FUNDING FOR LOCAL EDUCATION PROVIDERS' OPERATING COSTS, FUNDING

- 1 FOR CATEGORICAL PROGRAMS, AND TRUANCY;
- 2 (b) CONSIDER RESEARCH-BASED DROPOUT PREVENTION AND
3 STUDENT ENGAGEMENT AND RE-ENGAGEMENT STRATEGIES;
- 4 (c) DETERMINE THE AMOUNT OF STATE MONEYS SPENT ON
5 REDUCING THE DROPOUT RATES IN SCHOOLS OPERATED OR APPROVED BY
6 LOCAL EDUCATION PROVIDERS IN THE PRECEDING FISCAL YEAR AND
7 DETERMINE THE EFFECTS OF THOSE EXPENDITURES; AND
- 8 (d) CONSULT WITH THE PERSONS SPECIFIED IN SECTION 22-14-104
9 (2).

10 (2) BEGINNING WITH THE REPORT SUBMITTED PURSUANT TO THIS
11 SECTION ON FEBRUARY 15, 2012, THE OFFICE SHALL ADD TO THE REPORT
12 A SUMMARY OF THE ACTIONS TAKEN BY LOCAL EDUCATION PROVIDERS
13 STATEWIDE TO REDUCE THE STUDENT DROPOUT RATE AND INCREASE THE
14 GRADUATION AND COMPLETION RATES AND THE PROGRESS MADE IN
15 ACHIEVING THESE GOALS. AT A MINIMUM, THE SUMMARY SHALL
16 INCLUDE:

- 17 (a) A SUMMARY AND EVALUATION OF THE STUDENT GRADUATION
18 AND COMPLETION PLANS ADOPTED BY THE LOCAL EDUCATION PROVIDERS;
- 19 (b) A LIST OF THE LOCAL EDUCATION PROVIDERS WHOSE SCHOOLS
20 HAVE EXPERIENCED THE GREATEST DECREASE IN STUDENT DROPOUT
21 RATES AND THE GREATEST INCREASE IN STUDENT GRADUATION AND
22 COMPLETION RATES IN THE STATE IN THE PRECEDING ACADEMIC YEAR;
- 23 (c) IDENTIFICATION OF LOCAL EDUCATION PROVIDERS AND PUBLIC
24 SCHOOLS THAT ARE ACHIEVING THE GOALS AND OBJECTIVES SPECIFIED IN
25 THEIR STUDENT GRADUATION AND COMPLETION PLANS AND THOSE THAT
26 ARE NOT ACHIEVING THEIR GOALS AND OBJECTIVES;
- 27 (d) EXPLANATION OF THE ACTIONS TAKEN AND STRATEGIES

1 IMPLEMENTED BY THE LOCAL EDUCATION PROVIDERS WITH THE HIGHEST
2 STUDENT DROPOUT RATES TO REDUCE THOSE RATES AND BY THE LOCAL
3 EDUCATION PROVIDERS WITH THE LOWEST STUDENT GRADUATION AND
4 COMPLETION RATES TO INCREASE THOSE RATES;

5 (e) IDENTIFICATION OF THE LOCAL EDUCATION PROVIDERS THAT
6 HAVE DEMONSTRATED THE GREATEST IMPROVEMENT IN REDUCING THEIR
7 STUDENT DROPOUT RATES AND INCREASING THEIR STUDENT GRADUATION
8 AND COMPLETION RATES AND DESCRIPTIONS OF THE ACTIONS TAKEN AND
9 STRATEGIES IMPLEMENTED BY THE LOCAL EDUCATION PROVIDERS
10 OPERATING OR APPROVING THESE SCHOOLS TO ACHIEVE THESE
11 IMPROVEMENTS; AND

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

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

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

22 **22-32-109.1. Board of education - specific powers and duties**
23 **- safe schools. (2) Safe school plan.** In order to provide a learning
24 environment that is safe, conducive to the learning process, and free from
25 unnecessary disruption, following consultation with the school district
26 accountability committee and school advisory councils, parents, teachers,
27 administrators, students, student councils where available, and, where

1 appropriate, the community at large, each school district board of
2 education shall adopt and implement a safe school plan, or review and
3 revise, if necessary, any existing plans or policies already in effect, which
4 shall include, but not be limited to, the following:

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

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

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

18 **22-33-104. Compulsory school attendance.** (4) (a) The board
19 of education shall adopt a written policy setting forth the district's
20 attendance requirements. Said policy shall provide for excused absences,
21 including those listed as exclusions from compulsory school attendance
22 in accordance with subsection (2) of this section. ~~except that paragraph~~
23 ~~(d) of said subsection (2), relating to suspension and expulsion, shall be~~
24 ~~considered an unexcused absence for purposes of the attendance policy.~~
25 An attendance policy developed pursuant to this section may include
26 appropriate penalties for nonattendance due to unexcused absence.
27 ~~including, but not limited to, the imposition of academic penalty for~~

1 ~~classes missed while unexcused.~~

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

4 **22-33-106. Grounds for suspension, expulsion, and denial of**
5 **admission.** (1) The following shall be grounds for suspension or
6 expulsion of a child from a public school during a school year:

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

10 (III) The student and the parent, legal guardian, or legal custodian
11 shall have been notified in writing of each suspension counted toward
12 declaring the student as habitually disruptive pursuant to this paragraph
13 (c.5) and the student and parent, legal guardian, or legal custodian shall
14 have been notified in writing and by telephone or other means at the home
15 or the place of employment of the parent or legal guardian of the
16 definition of "habitually disruptive student". ~~and the mandatory expulsion~~
17 ~~of such students.~~

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

20 **22-33-107.1. Parental notice of dropout status.** ~~No later than~~
21 ~~October 1, 2005, the board of education of each school district shall adopt~~
22 ~~and implement policies and procedures requiring the school district to~~
23 ~~notify the parent or parents with custody or decision-making~~
24 ~~responsibility with respect to education or the legal guardian or the legal~~
25 ~~custodian of a high school dropout who is not subject to the compulsory~~
26 ~~attendance requirement specified in section 22-33-104. At a minimum,~~
27 ~~the notice shall include written notification. The board of education shall~~

1 ~~develop the notice with the goal of attempting to return the student to~~
2 ~~school and of conveying to the student's parent or parents with custody or~~
3 ~~decision-making responsibility with respect to education or the student's~~
4 ~~legal guardian or legal custodian the long-term ramifications to the~~
5 ~~student of dropping out of school.~~

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

9 **22-2-103. Department of education.** (1) The department of
10 education shall include the following:

11 (g) The facility schools unit ~~and~~ ESTABLISHED IN SECTION
12 22-2-403;

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

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

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

19 **24-1-115. Department of education - creation.** (14) THE
20 DEPARTMENT OF EDUCATION SHALL INCLUDE THE OFFICE OF DROPOUT
21 PREVENTION AND STUDENT RE-ENGAGEMENT ESTABLISHED IN SECTION
22 22-14-103, C.R.S., AND ITS POWERS, DUTIES, AND FUNCTIONS, AS IF THE
23 OFFICE WERE TRANSFERRED BY A **TYPE 2** TRANSFER TO THE DEPARTMENT
24 OF EDUCATION.

25 **SECTION 8. Appropriation.** In addition to any other
26 appropriation, there is hereby appropriated, out of any moneys in the
27 student re-engagement grant program fund created in section 22-14-109

1 (4) (a), Colorado Revised Statutes, not otherwise appropriated, to the
2 department of education, assistance to public schools, grant programs,
3 distributions, and other assistance, professional development and
4 instructional support, for the fiscal year beginning July 1, 2009, the sum
5 of one hundred fifty-seven thousand seven hundred seventy-two dollars
6 (\$157,772) and 2.0 FTE, or so much thereof as may be necessary, for the
7 implementation of this act.

8 **SECTION 9. Safety clause.** The general assembly hereby finds,
9 determines, and declares that this act is necessary for the immediate
10 preservation of the public peace, health, and safety.