

REVISED AGENDA REGULAR BOARD OF EDUCATION MEETING

January 10, 2019

Fantastic 49 - 6:00 p.m.

Business Meeting – 6:30 p.m.

Education Service Center - Board Room

Fantastic 49

7.07

7.08

- Skyview Middle School Team Earns Prestigious Award for Project Lead the Way
- Creekside Building Manager Dedicated to Serving D49

b. Critical Thinking to Global Studies - James

c. Business Math to Personal Finance – Rogers/Woodcock

Action on 2020-2021 Board of Education Meeting Dates - Garza

Adjust Schedule for Mission Innovation 2.0 to Launch August 2019 - Hilts

- Evans International Elementary School Leader Promotes Community Engagement
- Vista Ridge High School Facilities Staff Member Has Passion for School

• Vist	a Ridge High School Facilities Staff Member Has Passion for School
1.00 2.00 3.00	Call to Order and Roll Call Welcome and Pledge of Allegiance Action of Agenda
4.00	Consent Agenda
4.01	Action on Minutes of Regular Board of Education Meeting 12/13/2018 - Garza
4.02	Action on Matters Relating to Administrative Personnel – White
4.03	Action on Matters Relating to Licensed Personnel – White
4.04	Action on Matters Relating to Educational Support Personnel –Evans
4.05	Approval of Matters Relating to Non-Renewal of Probationary Teachers-White
5.00	Board Update
5.01	Chief Officer Update
5.02	Student Board of Representatives Update
6.00	Open Forum (3 minute time limit for each speaker)
7.00	Action Items
7.01	Action on Imagine Classical Academy Charter Renewal Resolution - Franko
7.02	Action on District Accountability Advisory Committee (DAAC) Bylaws – Newbill/Rex
7.03	Action on 2019-2020 School Family Calendar and Preliminary Approval of 2020-2021 School Family
	Calendar - Whetstine
7.04	Priority Improvement Planning Update: Action on ALLIES Unified Improvement Plan (10 minutes
	M.Pickering/Whetstine
7.05	Action on New Course Proposals:
	a. FBLA Leadership I and II at Sand Creek High School - Siemieniec
	b. Large Animal Vet Science at Falcon High School - Kranz
	c. Veterinary Pet Care at Falcon High School – Kranz
	d. Agriculture Economics and Marketing at Falcon High School – Kranz
	e. SAT/PSAT Math Prep at Vista Ridge High School – Rogers
7.06	f. Digital Art at Falcon High School - Canuel
7.00	Action on Course Name Change Proposals: a. Chamber Choir to Show Choir at Vista Ridge High School – Beeler
	a. Chamber Choir to blow Choir at vista Muge High School – Decle



BOE Regular Meeting January 10, 2019 Agenda – Page 2

7.09 7.10	Action on New Job Description, Individualized Education Compliance Assistant – Lemmond Items Removed from Consent Agenda
8.00 8.01	Information Items Process Improvement Update WAF WAF 2 Protection on Other Student Sefets Persons I process I
8.02	a. JKA-E, JKA-E-2 Restraint or Other Student Safety Report - Lemmond Expulsion Information - Lemmond
8.03	Student Study Trips – Seeley
8.04	Current Legal Issues – Ridgway/Hathaway
8.05	Board Sub-Committee Minutes – Garza
8.06	Job Descriptions-Administrative Revisions – Andersen
	a. Teacher of the Visually Impaired b. Speech and Language Pathologist
	c. Coordinator of Gifted Education
9.00	Discussions Items
9.01	2016 3B Projects Update (10 minutes) Lee/Willhelm
9.02	New Job Description (5 minutes) Lemmond
	a. Teacher of the Deaf/Hard of Hearing
9.03	b. Occupational Therapist Annual Review of District Legal Representation (5 minutes) Ridgway
9.04	Amended 2018-19 Budget Update (10 minutes) Sprinz
9.05	Amended 2018-19 Charter School Budget Update (10 minutes) Sprinz
10.00	Other Business
10.01	Executive Session: Pursuant to C.R.S. § 24-6-402(4)(b) for conference with an attorney for the
4000	purpose of receiving legal advice regarding a request to hear a stakeholder grievance
10.02	Determination of whether to conduct a hearing on a Stakeholder Grievance matter
11.00	Adjournment
DATE	E OF POSTING: January 7, 2019
Donna	a Garza
Execu	tive Assistant to the Board of Education



BOARD OF EDUCATION ITEM 4.01 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: D. Garza, Executive Assistant to the Board

TITLE OF AGENDA ITEM:

Approval of Minutes of Regular Board of Education Meeting

12/13/18

ACTION/INFORMATION/DISCUSSION: Consent Agenda-Action

BACKGROUND OR RATIONALE

Board review and approval is required prior to posting minutes.

RELEVANT DATA AND EXPECTED OUTCOMES:

Once approved by the board, the minutes will be posted on the district website.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
Strateov	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
S	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to launch each student toward success	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the December 13th regular board of education meeting.

APPROVED BY: Dave Cruson, Board Secretary



BOARD OF EDUCATION ITEM 4.02 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Paul Andersen, Director of Human Resources

<u>TITLE OF AGENDA ITEM:</u> Approval of Matters Relating to Administrative Personnel

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:

By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its' function of hiring and other associated personnel activities that impact student achievement.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
Strateov	Rock #2—Research, design and implement	
	programs for intentional community participation	
	Rock #3— Grow a robust portfolio of distinct and	
	exceptional schools	
	Rock #4— Build firm foundations of knowledge,	
	skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to	
	launch each student toward success	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer



BOARD OF EDUCATION ITEM 4.03 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Melanie White, Human Resources Manager

<u>TITLE OF AGENDA ITEM:</u> Approval of Matters Relating to Licensed Personnel

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:

By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its' function of hiring and other associated personnel activities that impact student achievement.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
Strategy	Rock #2—Research, design and implement	
	programs for intentional community participation	
	Rock #3— Grow a robust portfolio of distinct and	
	exceptional schools	
	Rock #4 — Build <u>firm foundations</u> of knowledge,	
	skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to	
	launch each student toward success	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer



BOARD OF EDUCATION ITEM 4.04 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Nicole Evans, Human Resources Manager

<u>TITLE OF AGENDA ITEM:</u> Approval of Matters Relating to Educational Support Personnel

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:

By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its' function of hiring and other associated personnel activities that impact student achievement.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
Strateov	Rock #2—Research, design and implement	
	programs for intentional community participation	
	Rock #3— Grow a robust portfolio of distinct and	
	exceptional schools	
93	Rock #4 — Build <u>firm foundations</u> of knowledge,	
	skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to	
	launch each student toward success	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer



BOARD OF EDUCATION ITEM 4.05 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Melanie White, Human Resources Manager

TITLE OF AGENDA ITEM:

Approval of Matters Relating to Non-Renewal of Probationary

Teachers

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

To gain Board of Education approval for personnel changes. To remain in compliance with statute C.R.S. 22-63-203(3) of the Teacher Employment, Compensation and Dismissal Act of 1990, action needs to be taken concerning probationary teacher contracts.

RELEVANT DATA AND EXPECTED OUTCOMES:

The non-renewal actions on attached roster are to meet Board of Education objectives in student achievement. By addressing these action items, the Board of Education is approving the necessary actions that allow the District to continue its' function of hiring and other associated personnel activities that impact student achievement.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: January 7, 2019



BOARD OF EDUCATION ITEM 7.01 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: Charter Renewal Presentations – Imagine Classical Academy

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

The charter board of Imagine Classical Academy at Indigo Ranch submitted an application to renew its charter contract with District 49 in 2017. The application was reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the charter board and administration was interviewed to determine its capacity to operate the proposed school. In February of 2018, the BoE voted to renew the charter contract for one year, citing conditions of renewal. The iConnect Zone Administration conducted an abbreviated process with the ICA Board to review the progress the school made to meet the conditions identified in the resolution. As part of the renewal process, the charter board and administration made a presentation to the D49 Board of Education during a public meeting held December 13, 2018.

RELEVANT DATA AND EXPECTED OUTCOMES:

The presentation by the charter board allowed the District 49 Board of Education and community to hear publicly from the school. The iConnect Zone submitted a renewal report summary that details a progress review site-visit and status update to the Board in preparation for action to be taken at the January BoE Regular meeting. Prior to the January meeting, administration will provide a recommendation and resolution for the board's consideration.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

The public hearing allows for greater transparency and builds trust within the community and strength in the relationship between the district and charter school.

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	The process of holding a public meeting to hear from charter boards pursuing a charter renewal creates a culture of transparency.
Strateov	Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success	The process of holding a public meeting to hear from charter boards pursuing a charter renewal encourages a strong culture of trust and allows for community participation. The result is of reviewing and renewing charter schools ensures the quality of school options within the portfolio where students build firm foundations of knowledge, skills, and experience.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Based on the presentation of the charter school and the review of the conditions listed within the renewal resolution dated February 8, 2018, I request that the Board move to approve the attached resolution and renewal application.

APPROVED BY: Peter Hilts, Chief Education Officer DATE: December 19, 2018



Regarding Imagine Classical Academy - Indigo Ranch, aka Grand Peak Academy

WHEREAS:

The Board of Education is committed to Every Student by supporting Imagine Classical Academy as an avenue of serving student needs, promoting high academic expectations, and embracing a culture of excellence; and

The Board of Education is committed to providing a Portfolio of Schools – to include a Classical Education option; and

The Board of Education is committed to being the Best District by supporting the diverse needs of students through specialized programming emphasizing academic growth and post-secondary readiness; and

The Board of Education is committed to building strong Community partnerships with the Imagine Classical Academy charter community; and

The Board of Education is committed to building Trust by offering a quality educational opportunity, which will attract and retain students in D49;

THEREFORE:

We, the members of the board, resolve to approve the charter renewal application and support a full-term charter contract negotiation as recommended by administration on January 10, 2019. The executive summary of the charter renewal report, submitted by the iConnect Zone Superintendent and endorsed by the Chief Education Officer, Chief Business Officer, and Chief Operations Officer, details the following charter contract conditions approved by this board:

- School Name and Location: District 49, on be-half of the school currently known as Imagine
 Classical Academy, identified by school code 4257, and located at 6464 Peterson Rd. Colorado
 Springs, CO 80923; will submit a request to the Colorado Department of Education to change the
 school name to Grand Peak Academy, at a new location of
- Contract Term: The charter contract term beginning July 1, 2018 and ending June 30, 2019 will be extend to June 30, 2023.
- Progress Monitoring/Probationary Status: Grand Peak Academy will maintain a status of "Good Standing" according to the outcomes described on the Annual Performance Review. In addition, the iConnect Zone administration in collaboration with Grand Peak Academy will develop progress monitoring milestones that will be reviewed and reported twice annually beginning in the fall of 2019 and continuing through June 30, 2021 of the extended contract. Progress monitoring status will be reported to the District 49 BoE during the iConnect Zone Performance Updates in the Fall and Spring of each year. Failure to reach the identified milestones on the part of the charter school will be considered breach of contract and could result in revocation as described in the contract. Milestones will include but not be limited to the following:
 - Academic Progress: Grand Peak Academy will maintain a rating of Performance as measured by the School Performance Framework. In addition, the school will utilize a

- system of academic measures that identify interim progress of students' learning in the areas of reading, language arts, and math and aligns to the school's Unified Improvement Plan.
- o **Facility and Enrollment Plan:** The board will monitor the adopted long-term facility plan to ensure future financial viability commensurate with the enrollment plan. An enrollment minimum will be determined and agreed upon by the school and authorizer. The enrollment minimum will be set to ensure financial viability can be sustained.
- Board Policy: The board shall review its board policies to ensure consistency and legality utilizing best practices for charter school governing boards.
- Educational Service Provider (ESP) Agreement: Should the school seek support from and Educational Service Provider, the school will obtain district endorsement for a new ESP agreement, prior to it being executed. In negotiating a draft management agreement, the charter board must use their own, independent legal counsel.
 - In order for a management agreement to be considered, it shall not:
 - Give proprietary rights for curriculum or materials developed at the request of the charter school board and paid for with funds directed by the board.
 - Contain Indirect Cost Allocation terms of greater than 11% and the actual
 costs of services provided shall be delivered to the charter board within 30
 days of completion of each fiscal year quarter.
 - Permit the management company to terminate the agreement if the charter school's enrollment falls below 75% of its capacity, noting that ICA states its capacity is 930 students.
 - Enable the management company to terminate the agreement if a combination of federal and state revenue falls below 10% of per pupil funding from the previous fiscal year.
 - In addition, the management agreement shall comply with the Education Service Provider (ESP) Agreement Guidelines, which is attached to the state's charter school Sample Contract Language and Attachments (2011).
- O Principal Evaluation: By June 1 of each year, provide evidence of a completed Principal evaluation that includes board input. The Principal Evaluation will consider both elements and standards similar to Colorado Principal Standards as well as elements and standards associated with charter school administration standards. Evidence shall take the form of board minutes.
- O **Notice of Concern:** The number of notices of concern issued to the School shall not exceed *one* in a school year during the extended term.
- Preschool: The School will produce evidence that supports the separation of the private pre-school. The School shall submit to the iConnect Zone an annual plan and report of outcomes.
- O Governance Training: Each board member that has served for at least one year will provide evidence of completing fundamental board training such as online training for Colorado charter school boards or iConnect Zone approved training. Board members having already finished the CDE board modules should provide evidence demonstrating completion.

ADOPTED AND APPROVED this 10 th day of January, 2019.				
Marie La Vere-Wright, Board President School District 49				
(SEAL)	ATTEST:			
	Dave Cruson, Board Secretary School District 49			

The Chief Education Officer, through his designees, the iConnect Zone Superintendent and Imagine Classical Academy board, will be responsible for preparing and presenting a charter contract with an amended term for

board approval.

Imagine Classical Academy

Charter Renewal Report October 29, 2018

In 2017, Imagine Classical Academy (ICA) submitted a charter renewal application to its authorizer, District 49. The renewal process includes an application review, a site visit by an external team of three members with a summary report, a capacity interview of the charter board, and hearings before the District 49 Board of Education (BOE). On February 8, 2018, the D49 BOE adopted a resolution - authorizing the charter school to operate for an additional year, providing it meet stipulations outlined in the resolution. The charter term was extended through June 30, 2019. Therefore, the charter school board is in an abbreviated renewal process, along with the typical charter school renewal timeline - to determine the future of its charter with District 49.

On Monday, October 29th, Andy Franko - iConnect Zone Superintendent, Tina Vidovich – iConnect Zone Operations Administrator, and Denise Mund – Charter School Solutions, visited ICA and interviewed board members, administration, parents, and staff. Jamie Brackney and Kathleen Winchester of the District Accountability and Advisory Committee (DAAC) participated in interviews and team discussions.

Background

ICA was originally chartered in 2008 and was renewed in 2012 and 2017. ICA uses the classical approach to education, complemented with a character development program. The school currently serves 663 students and offers grades K-8. Additionally, the school hosts a private pre-school at the campus.

Site Visit Team Review

Strengths

- As reported in the family and school staff focus groups, there continues to be a strong and positive culture within the school community.
- As observed in classroom visits, the educational program of the school is consistent. The school continues to focus on a classical education approach with an emphasis on Core Knowledge Language Arts and Saxon Math as anchor curricula.
- The charter board conducted due diligence to determine a separation with Imagine Schools, Inc. is needed. The steps to reach a separation by June 30, 2019 are underway.
- Academic influence by the current management company was not evident. It is anticipated the educational program will remain consistent without the management company being involved in the future.

 The board has engaged a consultant who is supporting the board in strategic planning, selecting insurance vendors, and developing long-term operational goals.

Findings

When the Board of Education (BoE) extended the ICA contract for an additional year in February 2018, primary issues listed in the resolution fell into the categories of academics, finances, and governance. The findings from this year's school site visit and document review address these categories.

Academic

- According to the school administration, a committee was formed last year to reevaluate the math curriculum; however, there was not a recommendation from the committee at the end of the year. An articulated outcome was not evident.
- In review of the school's academic proficiency and growth data, ICA saw varying results in academic performance. In ELA, two grade levels attained increased student performance, while four grade levels saw decline. In Math, three grade levels improved and three declined.
- ICA growth data indicates a decline in median growth percentile for both ELA and Math. The overall growth in ELA fell from 57.0 in 2017 to 47.0 in 2018. The overall growth in Math fell from 54.0 in 2017 to 49.0 in 2018.
- Achievement and growth results for ICA in 2017 were at an overall high for the school. The 2018 results reflect slightly higher results from the typical trend.
- ICA outperformed the District on three CMAS assessments in ELA, and was outperformed by the District on three CMAS assessments. The same was true for the CMAS Math assessment.
- According to the current charter contract, the school states an increase in state assessment performance and growth are annual goals. This outcome has not been achieved.
- According to the school administration, Writing has been a priority for the past five to six years. The administration stated Writing is again a top priority for the current school year. Over the course of time, ICA has incorporated four different writing programs alongside Core Knowledge Language Arts (CKLA).
- According to the parent focus group, there is overall satisfaction with the academic progress of their students. Many parents indicated their students are outperforming other students in surrounding schools, thus their reason for attending ICA.
- In addition to academic performance, parents reported they send their children to ICA because of the family feel and positive culture.
- According to the parent focus group, there is overall satisfaction with the classical education model, curricula, and volunteer/parent involvement at the school. The parents interviewed concluded the positive school culture, which they attributed

- to high levels of parent engagement at the school and at home, is the cornerstone of the school and supports the academic success.
- Parents expressed concerns about the lack of counseling services and the transition to the new school building (Grand Peak Academy), potentially changing the parent dynamic.
- The teacher focus group expressed the school culture is positive. When asked about the school's top priorities, all teachers expressed improving Writing is a top goal. When asked, teachers were not able to explicitly express the outcomes or results to be gained. Other priorities were not consistently reported.
- When asked how teachers reach struggling students, many offered a variety of strategies, but a consistent response to intervention (RtI) or multi-tiered systems of support (MTSS) plan was not articulated.
- According to the teacher focus groups, many were optimistic and positive about a separation from Imagine Schools, Inc. They reported a new school building will allow them to extend in their reach to meet student needs as well as continue the established culture and climate. Additionally, teachers reported the board has been transparent with the transition and the administration is supporting the staff through the process.

Finances

- As outlined in the resolution dated February 8, 2018, District 49 requested that the ICA board negotiate and receive district endorsement of a new Education Service Provider agreement. Within the agreement, the District advised the Indirect Service Fee shall not exceed 11% of per pupil revenue. While the ICA board tried to negotiate a decrease in the management company's fee, they were not successful. The school is paying a 12% fee for the 2018-19 school year. In review of the school's check registry, amounts of \$54,416 in August 2018 and \$51,695 in September 2018 were posted in payments to the management organization.
- Further, the resolution asked the management to provide an itemization of actual costs at the completion of each quarter. Evidence of this was not provided.
- According to the ICA Board, some services previously provided by the management organization have been dropped this year. An example shared by the board included new student marketing.
- In review of school financial documents, it was noted that student enrollment is declining.

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
898	821	751	773	797	630	663

 When asked, the ICA board stated it plans to use an estimated 700 FTE for the budget next year at a new facility.

- In its February 8th resolution, the BoE directed the ICA Board to develop a financially viable long-term facility plan. The board met with representatives of Schoolhouse Finance, LLC to discuss the possibility of the board buying the current facility from the lessor. According to the ICA Board, acceptable terms were not reached. Schoolhouse Finance made an offer that was significantly above the appraised value of the facility and did not take into consideration water issues at the site. Moreover, although student enrollment dropped, the lease increased 2.1% this year. ICA is currently paying \$111,691 per month for its lease.
- The school provided a current financial statement that projects an estimated \$57,000 loss. It was reported that the board is considering where budget cuts should be made and an adjusted budget will be approved in January.
- There is a preschool on site. As directed, the board has created a separate legal
 entity and separate bank account for the preschool. In discussion with Board and
 Staff members, it was noted that the Principal continues to oversee the preschool
 program. His administrative time, and other staff members who also provide
 services, is not recorded separately.

Governance

- According to the school Administrator and Board of Directors, the board used an
 administrator evaluation instrument obtained from Vanderbilt University to
 evaluate the Principal and Assistant Principal. The process included a 360degree response by all staff, board members, and management company
 supervisors. Evaluation components were included for financial and governance
 issues specific to the nature of charter school administrative positions. The board
 did not provide evidence that this evaluation instrument was aligned with charter
 school best practices. Instead, the instrument was obtained by a board member
 via an Internet search. The online evaluation process takes 45 to 60 minutes to
 complete. The board did not say what the response rate was on staff surveys.
- The renewal resolution dated February 8th asked charter board members to complete fundamental training for charter school boards by June 1, 2018.
 According to the Board of Directors, four of the five ICA board members have completed that training and a fifth board member is halfway through the training.
- When asked, the administration provided a school dashboard, which is created by and monitored by Imagine employees. The dashboard does not include board-specific components and is primarily comprised of academic and financial performance metrics. These metrics are broad-based and provide valuable information about the school. However, the board has not created a snapshot of what it values in determining whether or not the school is meeting its vision and mission. It is unclear if the board participated in creating the administrator's dashboard and if it uses other sources of information not included in the dashboard.

- As presented in focus group interactions, the ICA board, administration, and management company have engaged in a process to review and adopt board policies. The board has submitted many of these policies to their legal counsel for review throughout the year. However, evidence was not presented to suggest the at-will nature of employment was ensured through policy revision. The change to a different format was recommended by the management company and does not align with charter school best practices. A review of the current draft shows a lack of clarity for what is policy relevant for a school district versus an autonomous charter school.
- The charter board has taken numerous steps to separate from Imagine Schools, Inc. and, after having been unsuccessful in negotiating more favorable terms, sought and negotiated facility solutions from a different source. During this process the board has kept the district informed of progress. Even with these steps, the board has not updated its policies with the intent of being separate from its current management company; there is no evidence of a strong financial plan to manage an operations transition, particularly as it relates to cash management; systems have not been sufficiently reviewed and established as recommended during the previous renewal process; and the board lacks strong, cohesive vision for what the proposed transition will actually entail. While the board has been doing a lot on behalf of the school, not all work aligns with best practices for charter schools. While accomplishing specific tasks, the board may have unintentionally set the school up for a tumultuous transition to operating independently.
- The ICA Board was asked to improve the quality in which it implements an appropriate grievance policy. A document review concludes board members provided open and transparent communication regarding stakeholder complaints. The document review also concludes a formal Office for Civil Rights (OCR) complaint was filed against school administration in August of 2018 alleging school administration was non-compliant with a student's Section 504 plan in September of 2017. The OCR noticed the school, the ESP attorney, and the District. A 302 agreement was reached, thus assuming validation of the alleged complaint.

DAAC Review

Unique to the abbreviated renewal process, the District Accountability and Advisory Committee (DAAC) participated in the site visit process. Members of the Charter Subcommittee engaged in the focus group interviews and provided the following independent feedback:

- The DAAC recognized an inconsistency with expectation of teacher implementation of key components that D49's BoE asked to see.
- The ICA Board has made many developments in their governance to meet the new expectations of the District's Board.

- There has been tremendous growth from the ICA Board, but the board still needs support.
- The administration team did not hold themselves accountable for the specified changes to be implemented. It was stated they were starting to look at some things to change for their re-charter but they hadn't yet implemented many of the expectations.
- Standards 1-6 were not consistently implemented-mostly in the area of academic standards not posted accurately on the classroom's board.
- As evident in interviewing school administration, we saw that there was limited accountability or structure, which then trickles down into the staff not having guidelines for expectations.
- As evident in classroom visits and teacher interviews, there was inconsistency in the goals of the school. What was observed did not align to what was spoken.
- During parent interviews- it was stated that the parents and culture was amazing at Imagine. However, when asked about academics none of the parents had knowledge of the curriculum or academics.
- Parents and staff could not say enough about how they love the family feeling in the school.
- While a high culture of care (from parents, teachers, and Admin/Board) was evident, there was a low awareness of academics, management and operations.

Conclusion

Based on the findings of the District 49 administrative review, along with the critical input from members of the District Accountability Advisory Committee and an expert external partner, it is recommended the Board of Education approve to charter Imagine Classical Academy under the new school name - Grand Peak Academy, at a new location of 7036 Cowpoke Rd. Colorado Springs, CO 80922 for the term of five years – with a corrective action plan that will be reviewed and monitored for progress on an semi-annual basis during years' one and two of the new contract. Should the District 49 Board of Education take formal action that affirms this recommendation, a resolution and charter contract will detail the following:

1) Section 4.1 of the current charter contract requires the school to maintain appropriate and practical policy. The ICA board has taken steps to address updating policies; however, upon review of draft documents and charter board input during the focus group interview, the process is deemed incomplete. Therefore, the school is required to continue to develop policy that is both acceptable and practical for the charter to operate with efficiency and appropriate legal standing, to include policy that maintains and verifies at-will employment status of charter employees.

- 2) Section 4.4 and 7.3.B(i)a of the current charter contract in alignment with the Charter School Act requires the school to conduct an annual evaluation of the school administrator. While the board provided evidence of an appropriate school administrator evaluation tool and testified to the use of the tool during the 2017-18 school year, the process will continue to be monitored to ensure there is both consistent implementation and quality results. Therefore, the school is required to continue to provide an appropriate evaluation tool and annually validate through written narrative the process and result of the evaluation to the iConnect Zone Superintendent.
- 3) Section 4.5 of the current charter contract requires the school to produce an annual dashboard indicating performance levels specific to the measurable outcomes identified within the Annual Performance Report (APR) as well as measurable goals established by the charter Board. While the design and measurable goals are the discretion of the charter board, the iConnect Zone will monitor progress toward academic, financial, governance, and operational success as defined within the APR standards and strategic goals of the charter school.
- 4) Sections 4.6 and 7.3.B(i)b/c of the current charter contract requires the school to have and enforce a school based due process/complaint policy. While the review team recognizes the school's increased effort to appropriately respond and address stakeholder complaints, continuation of progress monitoring of the board's action is necessary to ensure the school complies with the expectation detailed in the renewal approval resolution of 2017 and 7.3.B(i)c. Progress monitoring of a corrective action plan will require a communicative narrative from the charter board to the iConnect Zone Superintendent in regards to formal complaints made and a description of the resolution.
- 5) Section 4.7A of the current charter contract addresses Contracting for Core Educational Services. Under the current contract language as well as the renewal resolution of 2017, the charter school is required to receive district approval of an Education Service Provider (ESP) agreement prior to execution. Additionally, the renewal resolution of 2017 states the school shall not engage in an ESP agreement that contains Indirect Cost Allocations of greater than 11%. A document review and the site visit team confirmed the ESP agreement between Imagine Schools, Inc. and the charter school was not approved by the district and contains Indirect Cost Allocations of 12%. Duly noted by the site visit team is the fact that the charter board attempted to negotiate a lesser term with the service provider. A reduced term was initially offered, but ultimately was not met. As such, the school will consider its current contract especially as it pertains to Imagine Schools, Inc.'s contractual obligation to support the charter board through the renewal process. Any future ESP contracts will require district approval prior to execution.
- 6) Sections 6.1, 7.3.B(i)d, and 8.8 of the current contract address the school's need to separate the services of the K-8 charter school from that of the pre-school.

The document review as well as focus group interviews conclude the board has made good faith effort to resolve and separate the financial enmeshing of the two entities. However, operations have not yet been sufficiently separated. That being said, it is recommended the school be required to meet the expectation as described in the current contract and noted in the February 8, 2017 renewal resolution.

- 7) Sections 3.2.D(iii)c/d and 8.6 of the current charter contract require the school to complete and submit a year-end trial balance and annual audit of financials. These financial reports are due to the district by August 20 and September 15 respectively. Both reports were submitted past due dates in 2018. As stated in the current contract, the school will be subject to a 10% withholding of state funds in the event the submission is past deadline in the future.
- 8) Failure to comply with or meet the objectives/milestones of the corrective action plan and or charter contract will result in a notice of breach and revocation of the charter contract will commence as detailed in the charter contract.



BOARD OF EDUCATION 7.02 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: David Rex, DAAC Chairperson

TITLE OF AGENDA ITEM: DAAC Annual Report

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

The D49 DAAC is a legislatively sanctioned body that is recognized by the state of Colorado, which empowers community engagement across the school district's community. The DAAC reports its activities and future initiatives to the D49 BOE to underscore community challenges, opportunities, and outcomes.

RELEVANT DATA AND EXPECTED OUTCOMES:

Community engagement is a proven factor in improving educational outcomes for students. The DAAC advises the BOE to enhance the BOE's alignment with community needs.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Communication between the school district and the community fosters shared vision and unity of purpose, which creates better outcomes for every student.

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	Community engagement informs how we treat each other as well as how we treat our work. The DAAC operationalizes the state legislature's guidance for school districts to engage with the community in meaningful ways.
Strategy	Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success	Community engagement fosters community-wide trust. The DAAC gives the community a voice in shaping the school district. DAAC involvement provides insight into the community's desired portfolio of schools. DAAC members are part of the community; therefore, their recommendations are valuable elements of proposed strategies. As the voice of the community, the DAAC has a vested interest in launching every student toward success using customized educational systems.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review by the Board, I move to approve revisions to the DAAC bylaws as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer Date: December 19, 2018

El Paso County Colorado School District 49 Accountability Advisory Committee (DAAC) Bylaws

ARTICLE I – NAME

District Accountability Advisory Committee or DAAC.

ARTICLE II – MISSION

To enhance communication with the District Accountability Advisory Committee, School Accountability Committees (SACs), and the community by providing guidance and counsel to the Board on matters related to budget, improvement priorities, and student achievement.

ARTICLE III – RESPONSIBILITIES

Section 1. DAAC shall fulfill the responsibilities of a school district accountability committee as outlined by the Colorado Department of Education (CDE) and as established by current Colorado Revised Statute. DAAC responsibilities include:

- a. Recommending to the Board of Education (BOE) priorities for spending school district moneys.
- b. Advising the BOE concerning preparation of the Unified Improvement Plan (UIP), and annually submit recommendations to the BOE regarding contents of the UIP.
- c. Reviewing any charter application, to include renewals, received by the BOE prior to consideration by the BOE.
- d. Providing input and recommendations on an advisory basis to principals concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.
- e. Considering input and recommendations from each school accountability committee in the district to facilitate the evaluation of the performance of the school's principal.
- f. Providing input to the BOE concerning the creation and enforcement of the school conduct and discipline code.
- g. Publicizing opportunities to serve and soliciting parents to serve on the DAAC and SACs.
- h. Assisting the district in implementing the district's parent engagement policy.
- i. Assisting school personnel to increase parents' engagement with educators, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy.

Section 2. The DAAC shall at least annually meet with the BOE to cooperatively determine the areas and issues, in addition to budget issues, that the DAAC shall study and make recommendations to the BOE upon.

Section 3. The DAAC will report once annually during the school year to the Board of Education regarding progress toward district and state goals and objectives, or at the request of the BOE.

ARTICLE IV – MEMBERSHIP

Section 1. At a minimum, DAAC membership shall be comprised by a majority of parents, at least four (4) parents of students enrolled with the district public schools; one (1) teacher and one (1) school administrator who are employed by the district; and one (1) community member who is not employed by the school district nor a parent of any children in district schools, involved in a business or industry within the district boundaries. At the most, the DAAC will be composed of one member from each School Accountability Committees (SACs) in the district, up to three (3) community members, and up to five (5) administrative representative members as voting members, as well as one (1) Board Member and one (1) Administrative Liaison as non-voting members. Members will serve a two (2) year term and need to be approved again at the conclusion of the term if they wish to continue to serve on DAAC. The two (2) year term begins upon BOE approval of the application.

Section 2. SAC Representative Members:

- a. The SAC Chair, or in the Chair's absence, the Principal, will submit an application to the DAAC Executive Committee which will be recommended for consideration of a member's appointment to the DAAC. The endorsed application will be forwarded by the DAAC Executive Committee to the Board for approval.
 - b. An application for one (1) alternate per SAC follows the same process.

Section 3. Community Members:

- a. A community member who is not employed by the school district nor a parent of any children in district schools, involved in a business or industry within the district boundaries.
- b. Applications for community members will be reviewed by the DAAC Executive Committee and sent to the BOE for approval.
- c. Community members will be sought for the purpose of broadening community representation on DAAC. Community members will consist of no less than one and no more than three (3) community members.

Section 4. Administrative Representative Members:

- a. The CEO or the Administrative Liaison may also appoint one (1) teacher, and one (1) elementary, (1) middle, (1) high and (1) charter school administrator to serve on DAAC.
- b. Applications for administrative representative members will be reviewed by the DAAC Executive Committee and sent to the BOE for approval.

Section 5. In the event a SAC Representative Member resigns, the Vice Chair will initiate a request to either the appropriate SAC to request a replacement. If a Community Member intends to resign, DAAC members will reach out to the community to solicit a replacement. If an Administrative Representative Member resigns, the CEO or Administrative Liaison will nominate a replacement.

Section 6. Membership responsibilities include:

- a. Attend all DAAC meetings that are scheduled. If neither a SAC Representative Member nor the designated alternate is able to attend a DAAC meeting, the school principal will attend in their place. The Vice Chair shall contact any member having three unexcused absences from regularly scheduled meetings to see if that person wishes to remain on DAAC.
- b. DAAC members are encouraged to participate in and attend meetings of at least one subcommittee.
- c. Members will maintain communication with their local School Accountability Committee.
- d. The DAAC Executive Committee may recommend to the BOE to revoke membership status if a member violates the bylaws.

ARTICLE V – OFFICERS

Section 1. The officers of this organization shall be a chair, a vice chair, and a secretary, elected by the voting membership of DAAC bi-annually at the second regularly scheduled meeting. The Chair and Secretary will be Approved by DAAC 9-25-2018

elected in the Even/Odd academic years (beginning in 2018/2019), and the Vice-Chair will be elected in the Odd/Even academic years (beginning in 2019/2020).

Section 2. Duties of the officers:

- a. Chair:
 - 1. Preside over all meetings
 - 2. Be the official representative of DAAC
 - 3. Have the authority to appoint the members to subcommittees, as necessary
 - 4. Preside over all meetings of the DAAC Executive committee
 - 5. Shall be chaired by a parent or community member.
- b. Vice-Chair:
 - 1. Shall be responsible for the duties of the chair in his/her absence.
 - 2. In the event the Chair resigns, the Vice-Chair will assume the responsibilities of the Chair
 - 3. Work with School Advisory Councils and the BOE to ensure representation from all SACs to DAAC, including notifying appropriate SACs in April when their member's term will expire.
- c. Secretary:
 - 1. Record minutes of all DAAC meetings, including attendance.
 - 2. Maintain electronic files of the DAAC: By-Laws, handbook, meeting minutes, attendance, and other documents as needed.
 - 3. Be prepared to read the records of any previous meetings, DAAC correspondence.

ARTICLE VI – SUB-COMMITTEES

Section 1. While sub-committee meetings may be open to the public, only members defined in Article IV may be voting members of sub-committees. Standing sub-committees of DAAC shall be Budget, Community/Parent Engagement, District Unified Improvement Plan, By-Laws, Charter, Restorative Practices, and the Executive Committee. Additional sub-committees may be formed from the membership as deemed necessary.

- a. The Chair shall appoint members to subcommittees as necessary.
- b. The Chair may select and appoint a standing Special Projects Committee that serves as a ready functioning group for special or one time projects.
- c. Sub-committees shall have the opportunity to provide an update at each DAAC meeting.

Section 2. The composition of the Executive Committee shall be the officers of DAAC, the Administrative Liaison and the Board of Education Liaison/or alternate all of whom shall be voting members of the Executive Committee.

Section 3. The Executive Committee shall meet 2 weeks prior to each DAAC meeting. Additional meetings may be called as necessary.

Section 4. Executive Committee Responsibilities:

- a. Conduct DAAC business between regularly scheduled DAAC meetings and to create
- DAAC agenda as necessary
- b. Provide guidance to DAAC
- c. Determine the annual calendar for DAAC and the agenda for meetings
- d. Resolve disputes regarding a member's violations of the by-laws
- e. Serve as the rules and vacancy committee.
- f. Ensure that each member is provided with a copy of the bylaws.
- g. Ensure by-laws are reviewed/approved bi-annually.

ARTICLE VII – LIAISONS

The person designated by the Superintendent as administrative liaison will be a non-voting member of DAAC. He/she will also inform the DAAC of District and State policies, activities, and decisions from the state legislature and Colorado Department of Education; seek necessary financial and administrative support for DAAC activities; facilitate communication between DAAC and the administration, and organize, coordinate, and disseminate information and training among SACs, DAAC, and the Board of Education.

ARTICLE VIII - MEETINGS

- Section 1. The rules contained in the current edition of *Robert's Rules of Order*, *Newly Revised* shall govern the DAAC in all cases in which they are applicable.
- Section 2. The DAAC shall meet at a regularly scheduled time. All meetings are open to the public. Meeting notices will be posted in the same manner as notices of the BOE meetings and in school buildings. The Executive committee may develop a calendar of alternate or additional meetings. Special meetings may be called by the Chair. Subcommittee meetings will be called by the Subcommittee Chair.
- Section 3. Notification of DAAC meetings will be sent to all DAAC members, all principals, Board of Education Members, and appropriate administration officials.
- Section 4. Dates of regular and special meetings of the DAAC will be provided in public announcements and made available in printed and/or electronic form to the public.
- Section 5. Consensus, as determined by the presiding officer, may guide decisions of DAAC. Only current DAAC members or the designated alternate in good standing may vote.
- Section 6. Draft reports will be reviewed and approved at a regular DAAC meeting before they are sent to the Board of Education.

Section 7. Quorum and Voting:

- a. Proper notice having been given, the members present will constitute a quorum in order for information to be shared and for discussions to take place during a DAAC Meeting.
- b. A simple majority of voting members shall constitute a quorum for the transaction of business in any meeting of the DAAC. Each zone must have representation from a voting member.
- Section 8. A member of the public wishing to express their interests and concerns must contact the chair to be placed on the agenda.
- Section 9. DAAC Work Sessions may be scheduled to permit substantive discussions of DAAC activities, findings, and recommendations.
- Section 10. The DAAC will report once annually during the school year to the BOE regarding progress toward district goals and objectives, or at the request of the BOE or the Chair of the DAAC Executive Committee.

Section 11. DAAC recommendations will be presented to the BOE after a majority of DAAC members have approved the content of the report. The Chair or designee shall present DAAC reports and/or recommendations to the BOE and/or to the general public. Requests for information from district staff are to be submitted by the Chair or DAAC Executive Committee. Individual DAAC members may certainly communicate with staff and BOE members, but they may not state that they represent the views of the DAAC.

ARTICLE IX - BYLAW CHANGES

Proposed Bylaw changes will be submitted to the Chair of DAAC at least two weeks before a regularly scheduled meeting for circulation to DAAC members. Changes or additions to the bylaws will then be discussed at the next regular meeting. There must be a two-thirds affirmative vote of the total voting membership to approve changes in bylaws. Since DAAC is an advisory committee to the BOE, the BOE may make changes or additions to these by-laws by majority consent per board policy.

General Rules adopted by Committee: November 11, 1987

Revised by Committee vote: October 12, 1988 Revised by Committee vote: March 10, 1993 Revised by Committee vote: March 12, 1997 Revised by Committee vote: May 12, 1998 Revised by Committee vote: August 24, 1999 Revised by Committee vote: February 11, 2003

Revised by the Board of Education: December 11th, 2008

Revised by Committee vote: October 26, 2010 Revised by Committee vote: September 24, 2013 Revised by Committee vote: December 1, 2015 Revised by Committee vote: March 14, 2017 Revised by Committee vote: September 25, 2018



BOARD OF EDUCATION ITEM 7.03 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Amber Whetstine, Executive Director of Learning Services

TITLE OF AGENDA ITEM: D49 School Family Calendars 2019-2020 and 2020-2021

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

Board Policies ICA and ICA-R require the annual adoption of a District calendar by the Board, typically by February of the preceding school year. The calendar shall specify the days during which District schools shall be in session and the days on which the District will close in observation of federal holidays, and the dates of major breaks. Additionally, the Board will preliminarily approve a calendar for the following school year.

RELEVANT DATA AND EXPECTED OUTCOMES:

The proposed 19-20 and 20-21 School Family Calendars provide for sufficient days to meet the contact hours required by Colorado statute, including a reasonable buffer to account for weather or other emergency delays or closures and include a sufficient number of days to allow the Chief Education Officer and Zone Leaders flexibility in supporting the district's strategic priorities.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success	The development of Board policies ICA and ICA-R was informed by robust community participation in an extended survey and subsequent conversations with various stakeholder community groups.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the 2019-2020 School Family Calendar and preliminarily approve the 2020-2021 School Family Calendar.

APPROVED BY: Peter Hilts, CEO DATE: December 21, 2019

District 49 2019-2020 School Family Calendar

				•			. ,	91 Teacher Contract 2020 Spring	Sei	neste	-					
1	Su	M	Tu	W	Т	Fr	<u>Sa</u>		ĺ	Su	M	Т	W	T	Fr	Sa
July		1	2	3	4	5	6	JULY 7/4District Closed for 4 th of July.					1	2	3	4
	7	8	9	10	11	12	13	7/23		5	6	7	8	9	10	11
	14	15	16	17	18	19	20			12	13	14	15	16	17	18
	21	22	23	24	25	26	27	AUGUST	January	19	20	21	22	23	24	25
	28	29	30	31	1	2	3	8/1First day for all students 8/9Elementary Assessment Day		26	27	28	29	30	31	1
	4	5	6	7	8	9	10	8/30Professional Development, No Students SEPTEMBER		2	3	4	5	6	7	8
August	11	12	13	14	15	16	17	9/2Labor Day	February	9	10	11	12	13	14	15
Aug	18	19	20	21	22	23	24	OCTOBER 10/10Elementary Work Day, No Elem. Students 10/11PT Conferences, No Students 10/14-10/25Schools Closed for Fall Break		16	17	18	19	20	21	22
	25	26	27	28	29	30	31			23	24	25	26	27	28	29
	1	2	3	4	5	6	7	NOVEMBER	March	1	2	3	4	5	6	7
per	8	9	10	11	12	13	14			8	9	10	11	12	13	14
September	15	16	17	18	19	20	21			15	16	17	18	19	20	21
Se	22	23	24	25	26	27	28			22	23	24	25	26	27	28
_	29	30	1	2	3	4	5			29	30	31	1	2	3	4
	6	7	8	9	10	11	12			5	6	7	8	9	10	11
October	13	14	15	16	17	18	19		April	12	13	14	15	16	17	18
Oct	20	21	22	23	24	25	26			19	20	21	22	23	24	25
	27	28	29	30	31	1	2			26	27	28	29	30	1	2
	3	4	5	6	7	8	9	2/17President's Day, Closed		3	4	5	6	7	8	9
November	10	11	12	13	14	15	16	MARCH 3/6Professional Development, No Students	May	10	11	12	13	14	15	16
Nov	17	18	19	20	21	22	23	3/13Work Day, No Elementary School Students 3/16-3/27Schools Closed for Spring Break	2	17	18	19	20	21	22	23
	24	25	26	27	28	29	30	MAY 5/1Elementary Assessment Day 5/8Professional Development, No Students		24	25	26	27	28	29	30
	1	2	3	4	5	6	7	5/21 & 5/22High School Finals Schedule 5/22Last Day, Early Release Schedule		31	1	2	3	4	5	6
nber	8	9	10	11	12	13	14	for all Students 5/23High School Graduation Ceremonies	ø).	7	8	9	10	11	12	13
December	15	16	17	18	19	20	21	5/25Memorial Day 5/27Last Day for Teachers	June	14	15	16	17	18	19	20
	22	23	24	25	26	27	28			21	22	23	24	25	26	27
	29	30	31							28	29	30				

*First Day
On the first day, only Kindergarten, 6th and 9th grade students attend secondary schools.
In our elementary schools, principals will schedule kindergarten orientation and assessments on the first day.

D49 Closed: D49 is closed on federal holidays, and additional days as indicated to meet statute and policy.

Schools Closed: Schools are closed for students, teachers, and building staff. District employees work when schools are closed.

Elem Assessment: Elementary Work Days for PLC, READ, and Report prep precede major breaks on 10/10, and 12/20.

PD Days: Professional Development days include staff training to meet requirements or enhance professional performance.

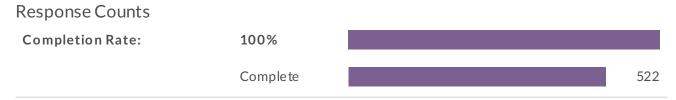
PT Conferences: Parent-Teacher conferences are scheduled each semester to facilitate collaboration and support student success.

District 49 2020-2021 School Family Calendar

Su	M	Tu	w	Т	Fr	Sa	88 Teacher Contract 2021 Spring S		Su	M	Т	W	Ť	Fr	Sa
			1	2	3	4		ĺ						1	2
			1	2	J	r	JULY 7/3District Closed for 4 th of July.							1	
5	6	7	8	9	10	11	7/24New Teacher Orientation		3	4	5	6	7	8	9
							7/29Teachers Return								
12	13	14	15	16	17	18	<u>AUGUST</u>	January	10	11	12	13	14	15	16
							8/3 First Day for K, 6 th grade & 9 th grade	nn		•					
19	20	21	22	23	24	25	8/4First day for all students	Ja	17	18	19	20	21	22	23
							8/14Elementary Assessment Day SEPTEMBER								
26	27	28	29	30	31	1	9/4Professional Development, No students		24	25	26	27	28	29	30
							9/7Labor Day				ı	1			
2	3	4	5	6	7	8	<u>OCTOBER</u>		31	1	2	3	4	5	6
0	10		10	1.0	1.4		10/8Elementary Work Day, No Elem. Students	7	-	0	0	10		10	1.
9	10	11	12	13	14	15	10/9PT Conferences, No Students 10/12-10/23Schools Closed for Fall Break	ar	7	8	9	10	11	12	13
16	17	10	10	20	21	22	NOVEMBER	February	1.4.	15	16	17	10	19	20
16	17	18	19	20	21	22	11/11Schools Open for Veteran's Day	Fel	14	15	10	1 /	18	19	21
23	24	25	26	27	28	29	11/23-11/27Schools Closed for Thanksgiving		21	22	23	24	25	26	2
23	24	23	20	21	28	29	Break		21	22	23	24	23	20	2
90	0.1	1	Q	0	4	ĸ	DECEMBER Florenters Assessment December 10/11		00	1	a	o	1	ĸ	
30	31	1	2	3	4	5	12/11Elementary Assessment Day 12/17 &12/18High School Finals Schedule		28	1	2	3	4	5	6
6	7	8	9	10	11	12	12/18Elem. and Middle School Early		7	8	9	10	11	12	1:
		Ü	0	10	- 11	12	Release Schedule	h				10	1 1	12	
13	14	15	16	17	18	19	12/21-12/31Schools Closed for Christmas	March	14	15	16	17	18	19	20
							Break	M							
20	21	22	23	24	25	26			21	22	23	24	25	26	2
27	28	29	30	1	2	3	<u>JANUARY</u>		28	29	30	31	1	2	3
4	_		_	0	0	10	1/1Christmas Break, D49 Closed		4	_	C	_	0		1,
4	5	6	′	8	9	10	1/4 & 1/5Schools Closed 1/6Professional Development, No Students		4	5	6	7	8	9	10
	10	1		ہ ا		, ,	1/7Students Return from Christmas Break			10	1.0	1.4		1.0	
11	12	13	14	15	16	17	1/18Martin Luther King Jr's Birthday, Closed	April	11	12	13	14	15	16	1'
18	19	20	21	22	23	24	FEBRUARY	Ap	18	19	20	21	22	23	24
10	_ D	20	21	22	20	2T	2/12PT Conferences, No Students		10	13	20	21	22	20	
25	26	27	28	29	30	31	2/15President's Day, Closed		25	26	27	28	29	30	1
						_	<u>MARCH</u> 3/12Professional Development, No Students								
1	2	3	4	5	6	7	3/15-3/26Schools Closed for Spring Break		2	3	4	5	6	7	8
							MAY								
8	9	10	11	12	13	14	5/7Elementary Assessment Day	Λ	9	10	11	12	13	14	1.
							5/14Professional Development, No Students	May							
15	16	17	18	19	20	21	5/27 & 5/28High School Finals Schedule 5/28Last Day, Early Release Schedule for all		16	17	18	19	20	21	29
22	23	24	25	26	27	28	Students		23	24	25	26	27	28	29
			20	20			5/29High School Graduation Ceremonies		20	21	20	20	21	20	
29	30	1	2	3	4	5	5/31Memorial Day		30	31	1	2	3	7	4
		ļ					JUNE 6/2Last Day for Teachers								
6	7	8	9	10	11	12	0/ 2		5	6	7	8	9	10	1
								d)							
13	14	15	16	17	18	19		June	12	13	14	15	16	17	18
								Ļ							
20	21	22	23	24	25	26			19	20	21	22	23	24	25
			30	31		•			26	27	28	29	30		
27	28	29							7.D	2/	28	29	.5U		

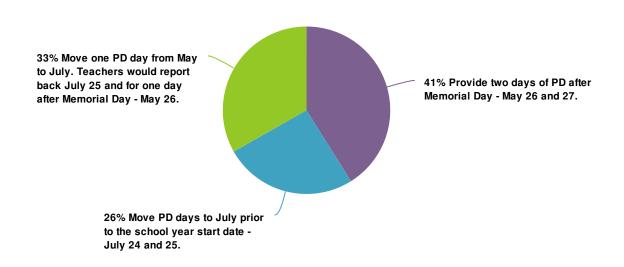
*First Day
On the first day, only Kindergarten, 6th and 9th grade students attend secondary schools.
In our elementary schools, principals will schedule kindergarten orientation and assessments on the first day.
D49 Closed: D49 is closed on federal holidays, and additional days as indicated to meet statute and policy.
Schools Closed: Schools are closed for students, teachers, and building staff. District employees work when schools are closed.
Elem Assessment: Elementary Work Days for PLC, READ, and Report prep precede major breaks on 10/8, and 12/18.
PD Days: Professional Development days include staff training to meet requirements or enhance professional performance.
PT Conferences: Parent-Teacher conferences are scheduled each semester to facilitate collaboration and support student success.

Report for Teacher PD Days Feedback



Totals: 522

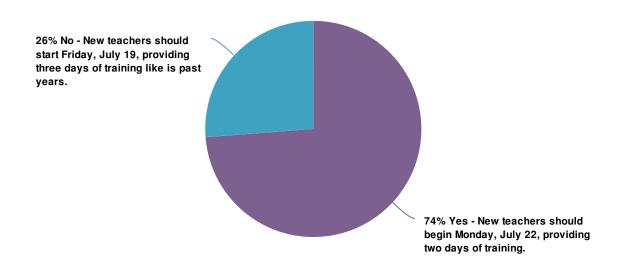
1. Regarding a schedule for Professional Development (PD) Days in the 2019-20 school year, which of the following would you prefer? Please select one.



Value	Perce	nt Responses
Provide two days of PD after Memorial Day - May 26 and 27.	41.3	1% 208
Move PD days to July prior to the school year start date - July 24 and 25.	25.7	7% 130
Move one PD day from May to July. Teachers would report back July 25 and for one day after Memorial Day - May 26.	33.2	2% 168

Totals: 506

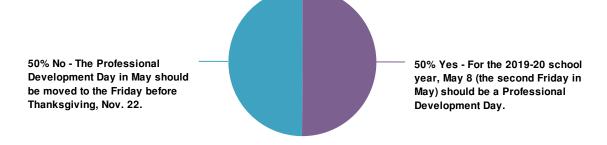
2. If ALL teachers start on July 24, 2019 (as one of the options in question 1 states), should training days be reduced to two days total for new teachers for the 2019-20 school year?



Value	Percent	Responses
Yes - New teachers should begin Monday, July 22, providing two days of training.	73.8%	371
No - New teachers should start Friday, July 19, providing three days of training like is past years.	26.2%	132

Totals: 503

3. For the 2019-20 school year, should District 49 provide a Professional Development Day the second Friday of May, like we've done in the past?



Value	Percent	Responses
Yes - For the 2019-20 school year, May 8 (the second Friday in May) should be a Professional Development Day.	50.1%	259
No - The Professional Development Day in May should be moved to the Friday before Thanksgiving, Nov. 22.	49.9%	258

Totals: 517



BOARD OF EDUCATION ITEM 7.04 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Amber Whetstine, Executive Director of Learning Services, Mike

Pickering, Power Zone Leader

TITLE OF AGENDA ITEM: Priority Improvement Planning Update; Approval of ALLIES

Unified Improvement Plan

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

For schools assigned a Priority Improvement or Turnaround plan, local Boards of Education must submit Unified Improvement Plans to the Colorado Department of Education by no later than January 15th of the year in which the school is directed to adopt such a plan. ALLIES was required to develop a Priority Improvement plan type, based on their School Performance Frameworks rating.

Additional information is provided in the attached presentation regarding optional actions to consider if ALLIES continues to be designated as a school on Priority Improvement or Turnaround, as determined by the state's School Performance Framework.

RELEVANT DATA AND EXPECTED OUTCOMES:

The ALLIES Unified Improvement Plan document and supplemental presentation are attached.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	The UIP process supports purposeful improvement planning for increased student learning.
Strategy	Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4—Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success	The UIP process provides a template to prioritize resources aligned with improvement efforts. The DAC and SAC serve to provide community input into improvement process planning. Leaders have autonomy to develop improvement strategies aligned with district strategic priorities and zone / school needs. UIPs include strategies to build firm foundations in literacy and math, and to develop individualized pathways to support student success beyond high school.

<u>RECOMMENDED COURSE OF ACTION/MOTION REQUESTED</u>: Recommend approval of Priority Improvement Plan for ALLIES.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** 12/21/18



Priority Improvement Planning Update; Approval of ALLIES Unified Improvement Plan

Amber Whetstine, Executive Director of Learning Services

Dr. Mike Pickering, Power Zone Leader

The Best Choice to Learn, Work and Lead

Background



ALLIES is in its second year of operation.

The first School Performance Frameworks assigned a "Priority Improvement Plan" rating for the school.

Colorado schools with assigned ratings of Priority Improvement or Turnaround have five years to improve.

Alternative Education Campus Designation



Pros

- ALLIES provides a non-traditional approach to education, focused on meeting the needs of students with significant reading difficulties
- AEC designation would allow ALLIES to be measured by the AEC framework

Cons

- High-risk indicators outlined in statute are specific and limited
- Many ALLIES students currently do not meet the legal definition of "high-risk"

Program v. School Code



Pros

- Removing ALLIES as an independent school, would remove state accountability requirements for schools including school accreditation
- By operating as a program of the district rather than a school, ALLIES would continue to provide programming specific to the needs of students

Cons

- ALLIES families have begun to identify as a uniquely operated school within the Power Zone
- Operating a district program presents challenges with reporting student achievement and growth results at the school-level, especially for students who have choiced in to D49

Optional Measures



Pros

 The state's accountability system already allows for schools to submit optional assessment measures through a request to reconsider process, in addition to the state assessment results

Cons

- Optional measures may only be considered if they supplement v. supplant state assessment results
- Performance on optional measures must exceed performance on state assessments to impact performance ratings
- ALLIES is currently not consistently implementing any state-approved optional measures
- This option would require annual appeal of the state's accreditation rating

The Best Choice to Learn, Work and Lead

Stay the Course



Pros

- In its first year of operation, ALLIES scored 2 percentage points shy of an "improvement" rating
- According to the Colorado
 Accountability Act, schools with
 an accreditation rating of priority
 improvement or turnaround have
 five years to improve, prior to
 state board required action

Cons

- Continuing to accredit schools with turnaround or priority improvement ratings may impact community perceptions about school quality in D49
- Continued priority improvement status beyond four years currently requires state board action including the possible direction to close the school



Discussion / Questions





Colorado's Unified Improvement Plan for Schools

ALLIES UIP 2018-19 | School: ALLIES | District: DISTRICT 49 | Org ID: 1110 | School ID: 0101 | Framework: Priority Improvement Plan: Low Participation | Draft UIP

Table of Contents

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

If we...

CONTINUE TO MAINTAIN A UNIQUE AND POSITIVE CULTURE

Description:

Establish a culture that supports the unique needs and co-morbidities of students with dyslexia. This has always been a foundation of ALLIES. Our staff understands that students come to us with a defeated mentality and we must show them a safe and nurturing environment before they can trust that we are their allies and that the students around them will not tease or criticize them. Students no longer need to act out or avoid reading, writing and math. We will hold them up and support them in tiny increments until they are able to tackle the educational system on their own. Because this is hard work for our staff, we also support our staff in unique and positive ways. We provide training, training and more training in areas that support our students emotionally and behaviorally. We must dialogue about these issues as much as we do the issues of learning. We show our staff true appreciation and we highlight the fact that teaching at ALLIES is not easy work but is rather rewarding work. It requires teachers who will not give up on students as they make very small steps in their learning each day. Students will be immersed in a culture of Growth Mindset to curb the avoidance strategies that are prevalent in students with

Dyslexia and Dysgraphia and with Dyscalculia. Utilizing strategies in every classroom from the Growth Mindset bookstudy we will create a culture that rewards and celebrates the desire to try and to 'stick with it' (grit). This will help to increase our student's level of trial, practice and follow through - thus increasing their abilities. Based on the study of Growth Mindset and understanding of the brain: brainboosting activities (exercise, airwriting, yoga, etc) will be used twice a day on Workout Wednesdays to determine if there is a difference in attentional ability.



ENSURE QUALITY INSTRUCTION AND USE OF APPROPRIATE ACCOMMODATIONS

Description:

Utilize best-practices with teachers and students to support quality instruction (ie. goal setting, data-driven instruction, PLCs, etc.) Increased PLC time and increase in depth of PLC learning and therefore increase in quality instruction. In the area of ELA, there are two improvements from last year: ELA teachers now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to have PLC time in the day. This will result in increased PLC time and therefor an increase in depth of learning and growth from this professional community. In the area of Math: there are four improvements from last year: Math teachers now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to have PLC time in the day. ALLIES math dept. will utilize the support of Curtis Turner (Zone Math Coach) in PLCs to increase our understandings and use of best practices. We will study Dyscalculia to determine ways to reach students struggling in math with the co-morbidities of Dyslexia including issues with: memorization of arbitrary facts, short term memory during multi-step problems and directionality.



USE EFFECTIVE INTERVENTION FOR DYSLEXIA AND ITS CO-MORBIDITIES

Description:

Utilize Take Flight Orton-Gillingham based Therapy along with grade-level standards and expectations while supporting students through the use of accommodations that support students with reading, writing and mathematical difficulties. This year we will improve practices in the following ways: Take Flight Therapists will utilize 5 minutes during Friday Comprehension (according to scope and sequence / Grammar, etc) to highlight the details - referring explicitly to the text as the basis for the answer. Take Flight Therapists will model finding specific details to prove an answer in writing in order to supplement this strategy being taught in the ELA classrooms. During Take Flight Therapy: therapists will not write the guiding sentences, etc. until students give the answer. Students may be relying on the therapists support too much and we must use a higher level of Gradual Release of Responsibility. Staff will bring Take Flight Students in first when 2nd recess ends: 5 minutes of Take Flight Therapy is getting lost for 5th grade each day in the transition from recess to the Take Flight Therapy rooms. Increase fidelity, time of use and support in place during on-line intervention programs in the blended learning lab. Lexia / Core 5 - ensure all grades are getting 20 min/day @ 5 days/week. Lexia "Lessons" now completed with students when they are 'stuck' on a level and use of spelling accommodations are used to curb avoidance and shut down. ST Math (Spacial Temporal Math) - ensure all grades are getting 20 min/day @ 5 days/week: ST Math now completed first in Blended Learning Lab - prior to Lexia - to ensure the full 20 minutes is utilized.



Then we will address...

LACK OF TIME

Description:

The lack of sufficient time students are given to read the test, process the information and answer written questions. Students with a profile of dyslexia struggle to process sound manipulation fast enough to score well on a timed test. Students may never be able to reach adequate success levels on a timed test because adequate speed of sound manipulation will always be a struggle for these children. Students with a profile of dyslexia struggle to blend and un-blend words quick enough to increase scores on a timed test - Individuals with Dyslexia may always be slow readers and speeding up the rate of fluency typically causes a lack of accuracy and causes them to revert back to inaccurate 'guessing' at words, therefore decreasing comprehension.



LACK OF ACCOMMODATIONS AND ADEQUATE TIME

Description:

Students with Dyscalculia possess a life long struggle to memorize arbitrary math facts and to hold multiple parts of a story problem in short term memory. These students will learn to utilize accommodations that are not automatically allowed on standardized tests. These include use of a calculator, multiplication charts and a great length of time and patience.



LACK OF ACCOMMODATIONS AND ADEQUATE TIME

Description:

Students with Dyscalculia possess a life long struggle to memorize arbitrary math facts and to hold multiple parts of a story problem in short term memory. These students will learn to utilize accommodations that are not allowed on standardized tests. These include use of a calculator, multiplication charts and a great length of time and patience.



LACK OF INTERVENTIONS

Description:

ALLIES Math Professors are learning how to teach math to students with Dyscalculia using a high level of accommodations and a typical school curriculum. We will need to learn how best to intervene to support and improve student math skills for students with Dyscalculia.



LACK OF INTERVENTIONS

Description:

ALLIES Math Professors are learning how to teach math to students with Dyscalculia using a high level of accommodations and a typical school curriculum. We will need to learn how best to intervene to support and improve student math skills for students with Dyscalculia.



LACK OF TIME

Description:

The lack of sufficient time we have had to remediate our students. Take Flight Therapy is a 3 year Therapy process and we do not expect this therapy to to re-train the brain for our students within one year It must be taken into account at what level the students begin at ALLIES on a continuum of mild to severe. Some students may be mildly blocked by Dyslexia and others may be severely blocked. Students who have come to ALLIES in 3rd or 4th grade, instead of at a younger age, will require more extensive retraining of the brain to accomplish success. Students may not reach grade level, but the growth in their scores is often tremendous. The state of Colorado will expect a school to bring their Academic Achievement score up over a period of time. This will not reflect at ALLIES in the same way it does at other schools. Each and every year we will bring new students into 3rd and 4th grade with the lowest of scores and the highest level of struggle to read, write, spell and calculate mathematical problems. These students possess characteristics of Dyslexia and Dysgraphia. These students may increase in their INDIVIDUAL abilities to read and write over a 3 - 8 year span of time but as a school our Academic Achievement scores may not increase as an entire entity.



Then we will change current trends for students

LOW 'ACHIEVEMENT' IN READING

Description:

ALLIES earned a percentile rank of 7 in ELA, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 8 percentile points to rise to the next level.



LOW 'GROWTH' IN MATH

Description:

ALLIES earned a percentile rank of 2 in Math, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 13 percentile points to rise to the next level.



LOW 'ACHIEVEMENT' IN MATH

Description:

Our Median Growth Percentile / Rate of 34.0 places us in the category of Does Not Meet. At or Above 35.0 would place ALLIES in the Approaching Category. This means we were 1 point away from the Approaching level.



Access the School Performance Framework here:http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

see further sections of UIP for this detail

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

✓ State Accreditation

School Contact Information

Name: Rebecca Thompson

Mailing Street: 6275 Bridlespur Avenue

Phone: (719) 494-8620

Title:

Mailing City / State/ Zip Code: Colorado Springs Colorado 80922

Email: rthompson@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

School Overview

- ALLIES was founded in the Fall of 2017 after a pilot program by the name of LEx "Literacy Excellence" Our 'school within a school' LEx had shown such great success and growth in reading data that it was decided that the district would expand this innovation program to the creation of an entire school. ALLIES opened in August with 87 students in grades 2, 3, 4 and 5. ALLIES began its second year in the fall of 2018 and now serves 114 students in grades 2, 3, 4 and 5.
- The mission of ALLIES inspires students with language based learning difficulties and characteristics of Dyslexia to celebrate their strengths and overcome their struggles while preparing for a successful educational experience in middle school, high school and beyond.
- ALLIES consists of 6 Professors (2 ELA Professors, 2 Math Professors, 1 Innovation Professor and 1 Discovery Professor). Our teachers are called Professors because of the depth of training they have received in the area of Dyslexia, its co-morbidities and the accommodations needed for this difference in learning. Allies also employs 6 Therapists who deliver Take Flight Therapy. This is a comprehensive intervention program for students with Dyslexia, created by the Luke Waites Center for Dyslexia and Learning Disorders at Scottish Rite Hospital located in Dallas, Texas. This is an intense Orton-Gillingham based program that addresses many components of reading, including: phonemic awareness, phonics, fluency and basic comprehension. Students participate in a 3 year intervention: sessions are taught 50 minutes a day / 5 days a week by Certified Academic Language Therapists.
- The planning committee for ALLIES consists of myself, the Director, and Dr. Pickering, the Zone Superintendent. All next steps and planning is shared with the SAC (School Accountability of ALLIES). All teachers have provided input in the planning phase of ALLIES and continue to provide input into the action steps needed to proceed with the implementation of ALLIES. Professors and Therapists have now provided input into this SIP and continue to support the actions of this SIP. The school's action plan is provided monthly with parents at SAC.

Description of The Academy for Literacy, Learning and Innovation Excellence (ALLIES):

The Academy is the first free and public school in Colorado to serve students with a profile for Dyslexia. This school was created based on District 49's belief that every child can learn and that District 49 is the best place to work, learn and lead. ALLIES is part of a Portfolio of Schools offered because the Board of Education understands that not every child learns in the same way at the same time.

The Academy for Literacy, Learning and Innovation Excellence (ALLIES) is a unique school built to service students with a Profile of Dyslexia. This profile also includes the co-morbid factors of: Dysgraphia, Dyscalculia, working memory issues, ADD/ADHD and anxiety.

Due to these factors ALLIES is staffed with various ratios including: 1:4 Therapist Ratio, 1:12 ELA & Math Professor ratio and a 1:24 Innovation, On-Line Learning and Discovery Professor ratio. Therapists at ALLIES utilize the Take Flight Therapy program with each student. Students each work through this program with varying speeds of success based on their level of Dyslexia (Dyslexia is held on a continuum of mild to severely blocked) and their level of attentional difficulties. Take Flight Therapist are held to a high standard of Therapy service. They must:

- Fulfill a two year training requirement
- Hold a CALT (Certified Academic Language Therapist) License
- Be continually evaluated by a QI (Qualified Instructor)

Dyslexia is a lifelong struggle. ALLIES and the Take Flight Therapy program will not cure Dyslexia, Dysgraphia or Dyscalculia for a child. Take Flight will give these students the skills and tools necessary to begin to break the code in reading and our Professors will give these students the accommodations necessary to level the playing field in the educational system. These students may always struggle to conquer the written word with the same fluency as their peers but they will have the ability to believe in themselves! Our students will come to understand that they are not dumb - they are brilliant - and that they learn in a different way (their brains are wired differently) and they will always have to work harder than others when it comes to literacy and math. They may not show their gifts when asked to take a written test but their gifts will shine in other areas of life. They will need perseverance and grit to be successful!

To understand ALLIES and the tremendous work and passion of our Therapists and Professors, one must understand Dyslexia, Dysgraphia, Dyscalculia and the co-morbidities that accompany each. For more information please go to www.BrightSolutions.US, www.learningally.org, and www.understood.org.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target: NA - ALLIES opened as a school last year. It was our first year as a school and therefor there are no 'previous years' targets'.

Performance:

Current Performance

• What is happening now?

Allies is in its second year of development. We continue to lay a solid foundation of emotional and academic support for children who have experienced struggles in their educational journey due to their diagnosis of Dyslexia, Dysgraphia and / or Dyscalculia or possessing characteristics in these areas. We tested all students in literacy at the beginning of the year found that 90% of our students scored below grade level expectation and well below benchmark on the DIBELS test and Math

assessments. Progress monitoring began within 4 weeks after the start of the year and we have seen growth in 99% of our students. The level of growth varies due to the attentional difficulties of the child, the Cognitive Achievement of the child and how severely they are 'blocked' by Dyslexia.

Explanation of Growth Scores:

Strength in ELA Growth Scores:

We are quite pleased with our growth score in our first year of existence. The overall Median Growth Percentile at ALLIES was 7 percentile points higher than the District and 5 percentile points higher than the state at 55%. This 55% places us in the category of MEETS. In 4th grade, ALLIES was lower than district and state percentiles but 4th grade has Year 1 students. 5th grade has Year 2, Year 3 and Year 4 Students. Our n for 5th grade was too low to count but mathematically it should be above the 55th Percentile. 50% of our points were earned for GROWTH with 30.0 out of 60 points earned.

Needs in Math Growth Scores:

The comparison of Growth data shows a comparison of students with 'like scores'. This means that our students are compared with the growth of other students who started with low math scores. It does not take into account that not only do our students start with low math scores but they also have Dyscalculia - a co-morbid factor of Dyslexia. Our Median Growth Percentile / Rate of 34.0 places us in the category of Does Not Meet. At or Above 35.0 would place ALLIES in the Approaching Category. This means we were 1 point away from the Approaching level.

Explanation of Achievement Scores:

Achievement Scores in ELA:

ALLIES earned a percentile rank of 7 in ELA, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 8 percentile points. In the area of ELA, ALLIES achievement score may always be at a lower level. Students that come into Year 1 therapy in both 3rd and 4th grade will decrease or plateau in achievement as the Take Flight Therapy works to rewire the language centers of the brain as seen in MRI reports. Students will come into ALLIES in Year 1 Therapy every single year at ALLIES (in grades 3 and 4), so every year a group of students in 3rd and 4th grades will be starting at Ground Zero.

Achievement Scores in Math:

ALLIES earned a percentile rank of 2 in Math, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level.

This means we need to increase by 13 percentile points

Overall SPF:

ALLIES overall rating was Priority Improvement with a score of 40.0/100. With an increase of 2% we would have scored in the Improvement category.

PARTICIPATION:

ALLIES had a possibility of 60 students who could take the CMAS test. 56 of these students tested and the 4 who did not test did have parent refusal signatures. This brought us to a 100% Accountability Participation Rate. We received a LOW Participation rating regardless of this due to the fact that 56/60 is 93% participation score.

Despite the Low Participation rating we received, we are proud of the fact that we had an entire group of parents wanting to opt out of the CMAS test and we were able to help all but 4 to allow their child to attempt and experience the state assessment. Parents of students who are well researched in Dyslexia know that tests are not the best way for their student to show their knowledge. This is magnified when a test is timed, includes multiple choice questions and is written at a level higher than the student's current ability to decode - although their listening comprehension may be well above that of their grade level peers.

Additional Trend Information:

N/A - ALLIES opened last year and therefor has only one year of data. No trends noted at this time. (Above: provide a description of the trend analysis that includes at least three years of data)

Root Causes



Priority Performance Challenge: Low 'Achievement' in Reading

ALLIES earned a percentile rank of 7 in ELA, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 8 percentile points to rise to the next level.

Root Cause: Lack of time



The lack of sufficient time students are given to read the test, process the information and answer written questions. Students with a profile of dyslexia struggle to process sound manipulation fast enough to score well on a timed test. Students may never be able to reach adequate success levels on a timed test because adequate speed of sound manipulation will always be a struggle for these children. Students with a profile of dyslexia struggle to blend and un-blend words quick enough to increase scores on a timed test - Individuals with Dyslexia may always be slow readers and speeding up the rate of fluency typically causes a lack of accuracy and causes them to revert back to inaccurate 'guessing' at words, therefore decreasing comprehension.

Root Cause: Lack of time



The lack of sufficient time we have had to remediate our students. Take Flight Therapy is a 3 year Therapy process and we do not expect this therapy to to re-train the brain for our students within one year It must be taken into account at what level the students begin at ALLIES on a continuum of mild to severe. Some students may be mildly blocked by Dyslexia and others may be severely blocked. Students who have come to ALLIES in 3rd or 4th grade, instead of at a younger age, will require more extensive retraining of the brain to accomplish success. Students may not reach grade level, but the growth in their scores is often tremendous. The state of Colorado will expect a school to bring their Academic Achievement score up over a period of time. This will not reflect at ALLIES in the same way it does at other schools. Each and every year we will bring new students into 3rd and 4th grade with the lowest of scores and the highest level of struggle to read, write, spell and calculate mathematical problems. These students possess characteristics of Dyslexia and Dysgraphia. These students may increase in their INDIVIDUAL abilities to read and write over a 3 - 8 year span of time but as a school our Academic Achievement scores may not increase as an entire entity.



Priority Performance Challenge: Low 'Growth' in Math

ALLIES earned a percentile rank of 2 in Math, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 13 percentile points to rise to the next level.



Root Cause: Lack of accommodations and adequate time

Students with Dyscalculia possess a life long struggle to memorize arbitrary math facts and to hold multiple parts of a story problem in short term memory. These students will learn to utilize accommodations that are not automatically allowed on standardized tests. These include use of a calculator, multiplication charts and a great length of time and patience.



Root Cause: Lack of interventions

ALLIES Math Professors are learning how to teach math to students with Dyscalculia using a high level of accommodations and a typical school curriculum. We will need to learn how best to intervene to support and improve student math skills for students with Dyscalculia.

Priority Performance Challenge: Low 'Achievement' in Math



Our Median Growth Percentile / Rate of 34.0 places us in the category of Does Not Meet. At or Above 35.0 would place ALLIES in the Approaching Category. This means we were 1 point away from the Approaching level.



Root Cause: Lack of accommodations and adequate time

Students with Dyscalculia possess a life long struggle to memorize arbitrary math facts and to hold multiple parts of a story problem in short term memory. These students will learn to utilize accommodations that are not allowed on standardized tests. These include use of a calculator, multiplication charts and a great length of time and patience.



Root Cause: Lack of interventions

ALLIES Math Professors are learning how to teach math to students with Dyscalculia using a high level of accommodations and a typical school curriculum. We will need to learn how best to intervene to support and improve student math skills for students with Dyscalculia.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:



ALLIES opened last year and therefor has only one year of data at this time. Priority Performance Challenges cannot be based on 'trends' noted at this time. The challenges above are based solely on one year of data results.

Provide a rationale for how these Root Causes were selected and verified:



Up until this point, the district has not provided a solution to address the emotional and academic needs of students with a Profile for Dyslexia. We are the first public elementary school in Colorado founded to address these needs in 100% of our students. Surrounding school districts have not provided a solution to address these needs, therefor we are also servicing students with a profile for Dyslexia from many surrounding districts bordering Falcon, District 49.

We will look at the challenges we face with bringing students scores up to "grade level" and address the Root Cause of these challenges. We know that Root Causes for our students will always include the issues, based on:

- 1. the definition of dyslexia
- 2. characteristics of Dyslexia which are lifelong
- 3. comorbidities of Dyslexia

Both root causes for Reading scores involve time.

- 1. One is the lack of sufficient time students are given to read the test, process the information and answer written questions.
 - Students with a profile of dyslexia struggle to process sound manipulation fast enough to score well on a timed test. Students may never be able to reach adequate success levels on a timed test because adequate speed of sound manipulation will always be a struggle for these children.
 - Students with a profile of dyslexia struggle to blend and un-blend words quick enough to increase scores on a timed test Individuals with Dyslexia may always be slow readers and speeding up the rate of fluency typically causes a lack of accuracy and causes them to revert back to inaccurate 'guessing' at words, therefore decreasing comprehension.
- 2. The second is the amount of time we have had to remediate our students.
 - Take Flight Therapy is a 3 year Therapy process and we do not expect this therapy to to re-train the brain for our students within one year
 - It must be taken into account at what level the students begin at ALLIES on a continuum of mild to severe. Some students may be mildly blocked by Dyslexia and others may be severely blocked. Students who have come to ALLIES in 3rd or 4th grade, instead of at a younger age, will require more extensive retraining of the brain to accomplish success. Students may not reach grade level, but the growth in their scores is often tremendous.
 - The state of Colorado will expect a school to bring their Academic Achievement score up over a period of time. This will not reflect at ALLIES in the same way it does at other schools. Each and every year we will bring new students into 3rd and 4th grade with the lowest of scores and the highest level of struggle to read, write, spell and calculate mathematical problems. These students possess characteristics of Dyslexia, Dysgraphia and Dyscalculia. These students may increase in their INDIVIDUAL abilities to read, write and calculate over a 3 8 year span of time but as a school our Academic Achievement scores may not increase as an entire entity.

Additional Narrative / Conclusion

In conclusion, ALLIES is a free and public school serving a unique population that is currently only addressed in private schools in Colorado. A look into the successes of other schools of this make-up may yield methods to help overcome these root causes.

Action Plans

Planning Form

Associated Root Causes:



Continue to maintain a unique and positive culture

What would success look like: Establish a culture that supports the unique needs and co-morbidities of students with dyslexia. This has always been a foundation of ALLIES. Our staff understands that students come to us with a defeated mentality and we must show them a safe and nurturing environment before they can trust that we are their allies and that the students around them will not tease or criticize them. Students no longer need to act out or avoid reading, writing and math. We will hold them up and support them in tiny increments until they are able to tackle the educational system on their own. Because this is hard work for our staff, we also support our staff in unique and positive ways. We provide training, training and more training in areas that support our students emotionally and behaviorally. We must dialogue about these issues as much as we do the issues of learning. We show our staff true appreciation and we highlight the fact that teaching at ALLIES is not easy work but is rather rewarding work. It requires teachers who will not give up on students as they make very small steps in their learning each day. Students will be immersed in a culture of Growth Mindset to curb the avoidance strategies that are prevalent in students with Dyslexia and Dysgraphia and with Dyscalculia. Utilizing strategies in every classroom from the Growth Mindset bookstudy we will create a culture that rewards and celebrates the desire to try and to 'stick with it' (grit). This will help to increase our student's level of trial, practice and follow through - thus increasing their abilities. Based on the study of Growth Mindset and understanding of the brain: brainboosting activities (exercise, airwriting, yoga, etc) will be used twice a day on Workout Wednesdays to determine if there is a difference in attentional ability.

Implementation Benchmarks Associated with MIS					
IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps A	ssociated with MIS				
Name	Description	Start/End Date	Resource	Key Personnel	Status
Capturing Kids' Hearts Training	Train new teachers in Capturing Kids Hearts philosophies and expectations. Refresher training for returning staff in Capturing Kids' Hearts expectations.	08/01/2018 08/01/2018		Administration	Complete
	All staff members are immersed in the "Colors" personality and strengths training and we work together as a staff to discuss our				

Strengths Based Assessment and Dialogue	individual "Colors" and therefor our strengths and needs. Together we learn how to utilize a team approach to service our students. This is extremely important at ALLIES due to the unique make-up and scheduling. We must all work together in a cohesive unit to deliver instruction and coordinate our the educational delivery and emotional support for students each day.	08/01/2018 08/01/2018	Administation and Staff	In Progress
PBiS Refresher dialogue and planning	PBiS: Positive Behavior intervention Support is a program and philosophy utilized at ALLIES to help staff and students always move to the positive before utilizing negative talk or consequences. There are a plethora of PBiS practices in place at ALLIES that we improve upon each year.	08/01/2018 05/25/2019	Administration and Staff	Complete
Positive support of staff	Each week there is a "positive support item" for staff. This is to honor staff for the incredible emotional and physical effort it takes to serve an entire population of children with academic and emotional issues. In addition, thank you notes and 'thank you emails' are abundant throughout each week in order to communicate to staff the incredible work that they are doing and to uphold their positive outlook on their work. Many times these emails contain a forwarded email of praise or support from a current parent or a visitor who toured our school from a neighboring district.	08/01/2018 05/25/2019	Administration	In Progress
Growth Mindset training and implementation	Teachers will participate in a Growth Mindset Book Study (utilizing 3 Growth Mindset Resources:) during each staff meeting throughout the year. Each staff meeting training session will be followed by implementation of newly learned practices in the classroom throughout each month.	08/01/2018 05/25/2019	Administration and Staff	In Progress
	Administration will visit another District 49 school to observe basic "Restorative Practices" in action and Administration will meet with district leadership personnel who are guiding "Restorative	12/03/2018	Administration	In Progress



Ensure quality instruction and use of appropriate accommodations

What would success look like: Utilize best-practices with teachers and students to support quality instruction (ie. goal setting, data-driven instruction, PLCs, etc.)

Increased PLC time and increase in depth of PLC learning and therefore increase in quality instruction. In the area of ELA, there are two improvements from last year:

ELA teachers now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to have PLC time in the day. This will result in increased PLC time and therefor an increase in depth of learning and growth from this professional community. In the area of Math: there are four improvements from last year: Math teachers now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to have PLC time in the day. ALLIES math dept. will utilize the support of Curtis Turner (Zone Math Coach) in PLCs to increase our understandings and use of best practices. We will study Dyscalculia to determine ways to reach students struggling in math with the co-morbidities of Dyslexia including issues with: memorization of arbitrary facts, short term memory during multi-step problems and directionality.

Associated Root Causes: Implementation Benchmarks Associated with MIS

B Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps As	sociated with MIS				
Name	Description	Start/End Date	Resource	Key Personnel	Status
Increase Time and Depth in Professional Learning Communities	Increased PLC time and increase in depth of PLC learning will result in an increase in quality instruction. In the area of ELA, there are two improvements from last year: ELA Professors and Math Professors now have team-mates to build Professional Learning Communities with and ALLIES has hired employees to take over the classrooms allowing Professors / Therapists to have PLC time in the day. This will result in increased PLC time and therefor an increase in depth of learning and growth from this professional community.	08/03/2018 05/24/2019		Admin and Staff	In Progress

***	ALLIES math dept. will utilize the support of a Zone Math Coach			
Increase Mathematical Understandings and Best Practices	during PLCs to increase our understandings and use of best practices. We will study Dyscalculia to determine ways to reach our SpEd students struggling in math with the co-morbidities of Dyslexia including issues with: memorization of arbitrary facts, short term memory during multi-step problems and directionality.	08/06/2018 05/24/2019	Admin and Math Professors and Zone Math Coach	In Progress
Consistent use of Accommodations	Professional development, Book-studies, dialogues, emails regarding consistent and in-depth use of accommodations in every classroom / every subject area throughout the day. These accommodations are for Dylexia and it's comorbidities: Dysgraphia, Dyscalculia, ADD/ADHD and anxiety. These are followed by a high level of expectation and inspection of the expectations.	08/06/2018 05/24/2019	Admin and Staff	In Progress
Increase level of direct instruction and rigor of mathematical concepts	Last year our Math Professor attempted to learn the Zearn Math program and support all students in moving at their individual pace. This year with the addition of a second Math Professor, the two have dissected the math program in order to eliminate areas that may not be as beneficial while continuing to strengthen the rigor and direct instruction of other areas. This is a task that may require multiple attempts over a period of years as some of our students come to us with a gift for mathematical manipulation and others come to us with severe dyscalculia.	10/01/2018 05/24/2019	Math Professors	
Increase ability to determine	Current mathematical assessments do not reflect each students knowledge and struggles in a way that guides our improvements in our teaching or in our "next steps". Working with the Zone Math	01/22/2019 05/24/2019	Administration, Math Professors, Zone Math Coach	In Progress

students' growth in Coach to design and implement this assessment will guide us to mathematical better direction in our teaching and use of the current

understandings mathematical programing.

Associated Root Causes:



Use effective intervention for dyslexia and its co-morbidities

What would success look like: Utilize Take Flight Orton-Gillingham based Therapy along with grade-level standards and expectations while supporting students through the use of accommodations that support students with reading, writing and mathematical difficulties. This year we will improve practices in the following ways: Take Flight Therapists will utilize 5 minutes during Friday Comprehension (according to scope and sequence / Grammar, etc) to highlight the details - referring explicitly to the text as the basis for the answer. Take Flight Therapists will model finding specific details to prove an answer in writing in order to supplement this strategy being taught in the ELA classrooms. During Take Flight Therapy: therapists will not write the guiding sentences, etc. until students give the answer. Students may be relying on the therapists support too much and we must use a higher level of Gradual Release of Responsibility. Staff will bring Take Flight Students in first when 2nd recess ends: 5 minutes of Take Flight Therapy is getting lost for 5th grade each day in the transition from recess to the Take Flight Therapy rooms. Increase fidelity, time of use and support in place during on-line intervention programs in the blended learning lab. Lexia / Core 5 - ensure all grades are getting 20 min/day @ 5 days/week. Lexia "Lessons" now completed with students when they are 'stuck' on a level and use of spelling accommodations are used to curb avoidance and shut down. ST Math (Spacial Temporal Math) - ensure all grades are getting 20 min/day @ 5 days/week: ST Math now completed first in Blended Learning Lab - prior to Lexia - to ensure the full 20 minutes is utilized.

Implementation Benchmarks Associated with MIS					
IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps As	ssociated with MIS				
Name	Description	Start/End Date	Resource	Key Personnel	Status
Take Flight Therapists will support ELA State	Take Flight Therapists will utilize 5 minutes during Friday Comprehension (according to scope and sequence / Grammar, etc) to highlight the details - referring explicitly to the text as the	08/06/2018 05/24/2019		CALTS: Certified Academic	In Progress

Standards in Comprehension	basis for the answer. Take Flight Therapists will model finding specific details to prove an answer in writing in order to supplement this strategy being taught in the ELA classrooms.		Language Therapists: Take Flight Therapists	
Increase Gradual Release of Responsibility	During Take Flight Therapy: therapists will not write the guiding sentences, etc. until students give the answer. Students may be relying on the therapists support too much and we must use a higher level of Gradual Release of Responsibility.	08/06/2018 05/24/2019	CALTS: Certified Academic Language Therapists: Take Flight Therapists	In Progress
Scheduling change for increase time on task	Staff will bring Take Flight Students in first when 2nd recess ends: 5 minutes of Take Flight Therapy is getting lost for 5th grade each day in the transition from recess to the Take Flight Therapy rooms.	08/06/2018 05/24/2019	CALTS: Certified Academic Language Therapists: Take Flight Therapists	In Progress
Increase time and level of support in on-line intervention programs	Increase fidelity, time of use and support in place during on-line intervention programs in the blended learning lab. Lexia / Core 5 - ensure all grades are getting 20 min/day @ 5 days/week. Lexia "Lessons" now completed with students when they are 'stuck' on a level and use of spelling accommodations are used to curb avoidance and shut down. ST Math (Spacial Temporal Math) - ensure all grades are getting 20 min/day @ 5 days/week: ST Math now completed first in Blended Learning Lab - prior to Lexia - to ensure the full 20 minutes is utilized.	08/06/2018 05/24/2019	On-line Blended Learning Tutor	In Progress
Increase Collaboration	Up until this point, Take Flight Therapists and ELA Professors have been teaching in isolation from each department: Take Flight Therapists are responsible for Phonemic Awareness, Phonics, Fluency and partial Comprehension. ELA Professors have been responsible for Vocabulary development, Fluency support and both oral and written Comprehension Strategies. One day each	12/04/2018	Take Flight Therapists, ELA Professors,	In Progress

between quarter is now spent with Therapists and ELA teachers in a PLC
Therapists and environment to discuss each student and his/her particular
ELA Professors struggle that may be supported by a team approach. Through this

may also emerge.

05/24/2019 Paraprofessionals for classroom coverage

School Target Setting



Priority Performance Challenge: Low 'Achievement' in Reading

discussion, discovery of additional changes that may be needed



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Achieve a percentile rank of at least 15 in ELA achievement to receive a rating of Approaching.

2019-2020: Achieve a percentile rank of at least 25 in ELA achievement to receive a rating of Approaching.

INTERIM MEASURES FOR 2018-2019: Aimsweb Plus, Classroom Formative Assessments, DIBELS



Priority Performance Challenge: Low 'Growth' in Math



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Achieve a percentile rank of at least 35 in Math Growth to receive a rating of Approaching

2019-2020: Achieve a percentile rank of at least 40 in Math Growth to receive a rating of Approaching

INTERIM MEASURES FOR 2018-2019: Aimsweb Plus, Classroom Formative Assessments, ST Math Leveling, SMI: Scholastic Math Inventory



Priority Performance Challenge : Low 'Achievement' in Math



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Achieve a percentile rank of at least 15 in Math achievement to receive a rating of Approaching

2019-2020: Achieve a percentile rank of at least 25 in Math achievement to receive a rating of Approaching

INTERIM MEASURES FOR 2018-2019: Aimsweb Plus, Classroom Formative Assessments, ST Math Leveling, SMI: Scholastic Math Inventory



BOARD OF EDUCATION ITEM 7.05A OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Erika Siemieniec, Business Teacher

SCHS Course Proposal for FBLA Leadership I and FBLA TITLE OF AGENDA ITEM:

Leadership II Course

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Seeking approval of the addition of two semester long block courses entitled FBLA Leadership I and FBLA Leadership II.

RATIONALE:

The Sand Creek High School Business Pathway is growing. Current pathway courses are Introduction to Business, Introduction to Communication, Business Communications, Marketing, Entrepreneurship, Management, Business Law, Hospitality & Tourism, and Advanced Business (BUS115 articulation). We currently list 56 members on our FBLA roster for the 2018-2019 school year and a pursuance of an FBLA Leadership option within this pathway that more specifically targets the development of our leaders would meet the needs of students whose desire is to continue in Business as a post-secondary goal and better support our local chapter growth. Students enrolled in FBLA Leadership are required to be registered members of FBLA-PBL organization. FBLA-PBL organization members are not required to be enrolled in FBLA Leadership courses.__

FBLA Leadership I

Grade Level: 9-12 Length: Semester (Fall) FBLA Leadership I is a course designed to prepare students for leadership roles in school, extra-curricular, and community activities, and for future academic, career, and citizenship responsibilities. Future Business Leaders of America provides innovative leadership development together with a positive work relationship. Participation in FBLA and internship/work opportunities directly impact on the success of a person's career in the real world and what is expected of them in the workplace. Students will be able to utilize the organizational FBLA goals.

FBLA Leadership II

Grade Level: 9-12 Length: Semester (Spring)

FBLA Leadership II is a continuation of leadership development. This course is designed to prepare students for leadership roles in school, extra-curricular, and community activities, and for future academic, career, and citizenship responsibilities. Leadership as an agent of change in the workplace, economics, and global business strategies are all advanced areas of study that support the FBLA goals in this course.

RELEVANT DATA AND EXPECTED OUTCOMES:

2017-2018 school year to current 2018-2019 school year FBLA membership at SCHS has seen a 135% growth. In our second year our students reached National Leadership recognition by winning 1st place at the Colorado State Leadership Conference, earning their way to Nationals in Baltimore, MD last summer. This year, with over 30 new members we expect to see similar and expanded successes competitively.

INNOVATION AND INTELLIGENT RISK:

This course will allow our Business students to connect with our community through an embedded Service Project and intentional leadership development through experience, practice, and observation.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:



BOE Regular Meeting January 10, 2019 Item 7.05a continued

C u	Inner Ring—How we treat each other	We recognize the dynamic partnership between business enterprise and education.
t u r e	Outer Ring—How we treat our work	FBLA Leadership will instill the importance of work ethic, quality of work, and collaborative relationships in the workplace.
S-tratte	Rock #1—Establish enduring trust throughout our community	FBLA organization will work to build relationships with our business community in addition with supporting our workplace learning initiative. This class will help insure students will be prepared when they represent our district as workplace interns or employees.
	Rock #2—Research, design and implement programs for intentional community participation	Provide students and local businesses a bridge for educational outreach opportunities.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Positions Sand Creek High School as a district leader in FBLA success and growth within the business pathway.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Foundational blocks of business professionalism, leadership management, and allowing students to have a voice and choice with identifying paths for their future. (Through potential internships)
	Rock #5 — Customize our educational systems to launch each student toward success	Provides students with career and college readiness skills that can be applied immediately following graduation.

BUDGET IMPACT: Absorbed in current CTE Budget.

AMOUNT BUDGETED: Potentially \$99 (Harvard Business Review Subscription)

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the course proposal for FBLA Leadership I and II at Sand Creek High School.

APPROVED BY: Peter Hilts, Chief Education Officer

Brett Ridgway, Chief Business Officer DATE: December 19, 2018

SAND CREEK HIGH SCHOOL FBLA Leadership I & II Course Syllabus - Ms. Siemieniec

Course Description

FBLA Leadership is a course designed to prepare students for leadership roles in school, extracurricular, and community activities, and for future academic, career, and citizenship responsibilities. Future Business Leaders of America provides innovative leadership development together with a positive work relationship. Participation in FBLA has a direct impact on the success of a person's career in the real world and what is expected of them in the workplace. Students will be able to utilize the organizational FBLA goals which include:

- Develop competent, aggressive business leadership.
- Strengthen the confidence of students in themselves and their work.
- Create more interest in and understanding of the American business enterprise.
- Encourage members in the development of individual projects, which contribute to the improvement of home, business, and community.
- Develop character, prepare for useful citizenship, and foster patriotism.
- Encourage and practice efficient money management.
- Encourage scholarship and promote school loyalty.
- Assist students in the establishment of occupational goals.
- Facilitate the transition from school to work.
- Develop and amend Chapter Bylaws and Plan of Work materials

Suggested Textbook and Materials

<u>FBLA-pbl.org</u> competitive event materials, <u>Lead to Feed</u> curriculum, Harvard Business Review case studies, Google Suite, the Internet, related worksheets, and projects.

Grading Procedures

Grades will be based on the total number of points earned during the marking period. These will include:

- Homework Notes and Class/Workbook Activities
- Class Participation
- Special Project Activities
- Chapter tests
- Service Activities
- FBLA participation
- Comprehensive final exam
 - o Grades may be checked on PowerSchool

Term grades will be determined by dividing the total points earned by the total possible points.

Expectations, Requirements, and Classroom Rules

1. Students are required to have all necessary materials in class everyday. [Course content materials, notebooks/folder, pen or pencil.]



- 2. Students are required **to be on time** for class or have a pass from a teacher if late. Students are **to be prepared** for class when the bell rings and begin to work on the class objective.
- 3. Students will complete all homework/class work assignments and submit at the designated time with proper documentation at the top of their paper. Homework will be given a numeric grade; an appropriate penalty will be assessed for not meeting completion deadlines.
- 4. Students are expected to exhibit the appropriate work habits, personality traits, and positive attitudes demanded in today's competitive high-tech work place.
- 5. Students are expected to participate in and contribute to class discussions, assignments, demonstrations, learning activities, homework, special projects, service activities, and FBLA activities.
- 6. Students are expected **to be respectful** and courteous towards each other and teachers. They should not talk while the teacher or classmate is talking and be on their best behavior the entire time they are in the classroom.
- 7. Students are expected to be respectful and careful with the school's equipment.
- 8. Students absent from class for any reason are required to obtain and complete any missed test, quizzes, and assignments.
- 9. Students are expected to come for extra help when they do not understand a concept or for accelerated problems.
- 10. Students must adhere to the school district's Technology Policy and other district regulations or expect to receive appropriate discipline according to the discipline policy.

Student Name	Date
Parent Signature	Date



Tentative Curriculum Map

Course Name	FBLA Leadership I*
August	Course Syllabus/Requirements
	Desirable/Safe Work Habits, Personal Traits, and Attitude for business
	Understanding Leadership Characteristics
	FBLA District test preparation
September	Developing Leadership Skills
F	Fundraising management
October	FBLA Fall Leadership Conference Workshop participation
	Special Project
November	FBLA goals and responsibilities
110101111111111111111111111111111111111	FBLA District test preparation
	Fundraising management
December	Special Project
December	Working effectively with groups
	FBLA group events
	FBLA District test preparation
	FBLA District Conference - Objective Testing
	1 2 2 1 2 1 3 1 1 1 1 1 1 1 1 1 1 1 1 1
Course Name	FBLA Leadership II*
January	Using effective team work and group leadership
	Work ethic changes
	FBLA District Conference
	Special Project
February	Recognizing, Diversity and Values
	Planning Strategic Management
	Exhibiting personal characteristics
	FBLA State test preparation
	Fundraising management
March	FBLA State test preparation
	Special Project
	Careers in Marketing
	Marketing Basics
April	FBLA State Conference
	Economics and Marketing
	Marketing Research
	Product Planning, and Product Life Cycles
	Special Project
May	Global Marketing and Distribution Channels
- Tuy	Pricing Methods and Credit
	Advertising and Sales Promotions
	Final exam review
	Final exam
	*Subject items may vary depending on class interest
	basjeet items may vary depending on class interest



BOARD OF EDUCATION ITEM 7.05B OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Dave Kranz

TITLE OF AGENDA ITEM: Large Animal Vet Science

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Large Animal Vet Science is the next course series in the growing Agricultural Pathway at FHS. It is a program that offers many cross-curricular opportunities for students. Large Animal Veterinary Science is your chance to make decisions like a doctor, nurse, or veterinarian while you're still in high school. Students in this course begin with an exploration of health and diseases, analyzing pathogens and learning how to reduce the prevalence of disease through the administration of vaccines, antibiotics, and other health measures. Students then explore the reproductive system of mammals, learning how to enable reproduction through management while preventing reproductive disease and disorders. Next, students explore mammalian nutrition, connecting the components of the diet of an animal to its health and wellbeing. Students conclude the course by assessing animal welfare, facility design, and finish by conducting physical exams on actual animals through the possibility of an internship. Students work closely with living animals to gain real-world skills and dissect organs in order to better understand animal systems from the inside-out. In this class, you will be treated like a veterinary student and you will learn to diagnose and treat actual diseases and disorders. This is an ideal class for anyone who wants a career in a medical, science, or agricultural field.

RATIONALE:

There is a growing interest in the Animal systems pathway from within FHS as well as outside the school and district.

RELEVANT DATA AND EXPECTED OUTCOMES:

There will be a work-based learning opportunity associated with this class. No better way for students to know if they are interested in a particular career field by experiencing it in a controlled environment.

INNOVATION AND INTELLIGENT RISK:

There is no foreseeable risk for the District. It is a great way to further the relationship with a Business Champion in the area.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
Strateov	Rock #1 —Establish enduring <u>trust</u> throughout our community	Through the work based learning opportunity.
	Rock #2—Research, design and implement programs for intentional community participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	



BOE Regular Meeting January 10, 2019 Item 7.05b continued

Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Approval of additional CTE Agriculture courses supports the continued need for development of various academic pathways for Falcon High School Students
Rock #5— Customize our educational systems to launch each student toward success	Approval of the additional upper level Agriculture class provides an opportunity for students interested in this pathway to progress and possibly earn college credit and/or certifications.

BUDGET IMPACT: I will be able to use my existing budget.

AMOUNT BUDGETED: No more than what my budget will pay for.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the addition of the course entitled Large Animal Vet Science at Falcon High School.

APPROVED BY: PETER HILTS, CHIEF EDUCATION OFFICER DATE: December 19, 2018

Large Animal Vet Science

2019-20

Instructor: Mr. Dave Kranz Room K104 dkranz@d49.org

Office Hours: See below

You can always email me if you have a question...please see email procedure

I. Course Introduction

Large Animal Veterinary Science is your chance to make decisions like a doctor, nurse, or veterinarian while you're still in high school. Students in this course begin with an exploration of health and diseases, analyzing pathogens and learning how to reduce the prevalence of disease through the administration of vaccines, antibiotics, and other health measures. Students then explore the reproductive system of mammals, learning how to enable reproduction through management while preventing reproductive disease and disorders. Next, students explore mammalian nutrition, connecting the components of the diet of an animal to its health and wellbeing. Students conclude the course by assessing animal welfare, facility design, and finish by conducting physical exams on actual animals through the possibility of an internship. Students work closely with living animals to gain real-world skills and dissect organs in order to better understand animal systems from the inside-out. In this class, you will be treated like a veterinary student and you will learn to diagnose and treat actual diseases and disorders. This is an ideal class for anyone who wants a career in a medical, science, or agricultural field.

II. Course Content

Unit 1: Intro to Large Animal Vet Science

Unit 2: Large Animal Terminology, Anatomy and Physiology

Unit 3: Clinical Exams

Unit 4: Physical Exams/Hospital Procedures

Unit 5: Animal Nutrition

Unit 6: Disease and Parasite Control

Unit 7: Animal Reproduction

III. Required Materials

- 1. A 3-ring binder and/or notebook paper for both notes and class assignments.
- 2. A writing utensil: pen and/or pencil.
- 3. Kindle for assignments...PHONES WILL NOT BE ALLOWED SO BRING YOUR KINDLE TO CLASS!!!!!

 ****** PPE (Personal Protective Equipment) for ag mechanic projects. YOU WILL NOT WORK WITHOUT YOUR PROPER PPE...more at the end of the syllabus
- 4. Hair tie for people with long hair
- 5. Proper clothing depending on the project that is being done

Four Standards of Classroom Protocol:

- 1. Be Responsible
 - Behavior in the classroom is the individual student's responsibility.
 - Turn in all homework completed on time especially if you want a redo on the assessment.

2. Be Respectful.

- Be quiet and listen when someone else is talking (i.e. teacher, other students, etc.).
- Respect both people and their property, including school equipment.
- Bullying, laughing at others, discriminatory comments, and/or inappropriate language (i.e. profanity) will not be tolerated.

We are each a member of a larger learning community outside of ourselves. In order for each of us to achieve success, all of us must demonstrate a positive, supportive, and respectful attitude.

3. Be Ready to Learn

- Bring all required materials to class everyday (i.e. homework, writing utensils, notebook, and PPE)
- Be in your seat and ready to work on the bell work question when the bell rings.
- Be prepared for all tests and quizzes. No cheating will be tolerated. Cheating will result in a phone call/email home AND no redo/retake opportunity.

4. No food or drink is permitted in the classroom

- Water in a clear or translucent bottle is the only exception. Any other items visible once class begins will be confiscated and thrown away.
- Travel Mugs are not allowed in the class. They must be placed in your locker before class begins.

IV. Grading Procedures

Assessments:

Assessments (e.g. unit exams, unit projects, etc.) will constitute 85% of the student's overall achievement grade. Upon return to the student, all assessments will contain both a grade as well as clear and concise teacher feedback in order to inform both student and parent of the justification for the grade received. Please look for feedback on the actual assessment and NOT on Power School.

If a student "skips/unexcused absence" the day of an assessment or when a project is due

- Student receives an "I" recorded in the grade book for assessment
- Is expected to complete/turn-in upon return to class (no extension)
- Student forfeits the opportunity of a retake
- The highest grade they can receive is a "C"
- Project is expected to complete/turn-in upon return to class (no extension) and the highest grade they can receive is a "C"

Coursework:

Coursework (e.g. assignments, quizzes, etc.) will comprise 15% of a student's overall achievement grade. Upon return to the student, all summative coursework will contain both a grade as well as clear and concise teacher feedback, in order to inform both student and parent of the justification for the grade received. Please look for feedback on the actual coursework and NOT on Power School.

Absence/Make-up Policy:

Students are allowed TWO class days to complete coursework items for each class day in which an absence occurs. In the event the assessment/coursework was assigned prior to and ultimately due the

class period in which the absence occurred, the student will be expected to make up the assessment/coursework the day upon his/her return to class.

Late Coursework Policy:

Any coursework not turned in when due will be considered late and thus that unit assessment will be ineligible for a redo/retake. However, the late summative coursework items may still be turned in for full credit if done so within THREE school days from the original due date. *In most cases, if any coursework is turned in late for that unit, there is NO redo/retake on the assessment for that unit!*

Assessment and/or Coursework Redo/Retake Policy:

Students will be allowed ONE redo/retake for any given assessment and/or coursework item, *if that assessment is granted a redo/retake*. *. The deadline to complete a redo/retake is FIVE school days (one week) from the date upon which the original assessment and/or coursework item has been graded and returned to the **student (Don't procrastinate)**. **After the five**-day deadline has passed, the opportunity to "retake" ends for that specific assessment and/or coursework item. *Please plan accordingly!*

Requirements for a redo/retake of an assessment: All coursework assigned during the course of the unit must meet BOTH of the following two criteria:

- 1) Must be completed at a satisfactory level (C or higher (refer to description above).
- 2) Turned in either when due (i.e. on-time) or within the three-day late period.
- If both of the above criteria are met, the student is deemed eligible for a redo/retake of the summative assessment, if that assessment is granted a redo/retake.

*Notes:

- Not all assessments and/or coursework items are eligible for a redo/ retake (e.g. final assessments, midterm assessments, PROJECTS, etc.).
- The teacher will clearly communicate if an assessment and/or coursework item does not qualify for a redo/retake prior to and/or during the assigning of the assessment and/or coursework item.
- If the student chooses to redo/retake an assessment and/or coursework item, the higher of the two scores received (original or redo/retake) will be the final grade earned on that specific assessment and/or coursework item.

FINAL EXAM EXEMPTION!

If a student has scored a mid-level "solid" C in the class at the end of the semester, they will be qualified for an exemption from the final exam. Usually the only way to do this is to have your formative worked turned in on time and at a satisfactory level so that you can qualify for a redo on the unit assessment. Also, to work on the projects and finish them in the allotted time given in class.

V. ATTENDANCE & MAKE-UP WORK POLICY

Students are strongly encouraged to be in class every day, as many learning experiences (i.e. classroom discussion, activities, etc.) cannot be duplicated with make-up work. TEST DAYS AND PROJECTS ARE IMPORTANT TO BE HERE FOR! If absent, it is the responsibility of the student to check with the teacher the day he/she returns for any and all missed assignments. If absent for a test, you will take the test in the classroom the day you come back to class.

VI. Academic Integrity

Each student in this course is expected to abide by the FHS Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work.

If a student is cheating they will receive an "I" for the initial assessment/assignment.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a thumb drive, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive an "I" for the assessment/coursework. Penalty for violation of this Code can also result in school disciplinary action.

VII. Email procedure

Every attempt will be made to respond to emails as soon as possible; generally, within 12-24 hours. However, emails that are unintelligible may not receive an answer. To ensure a timely response, please follow the following procedures:

! Subject line: First Name Last Initial, Period 5. (EXAMPLE: John D, Per 5)

! Include a full Salutation: e.g. "Hello Mr. Kranz," or "Dear Mr. Kranz"

! Use full sentences with proper capitalization and punctuation.

! Sign-off with a proper closing: e.g. "Sincerely, John Doe" "Have a good weekend"

VIII. Office Hours

I will be available on most days BEFORE SCHOOL and on some Thursdays and Fridays after school, however, I come to school early in the morning to accommodate students. Redoes/retakes for tests are done M/W/F morning from 6:30-7:15. I do not use the testing center!!! You must contact me to receive a pass to get past the front office in the morning. Emailing me and you having the email on your phone is the easiest procedure.

IX. Miscellaneous

<u>ELECTRONIC DEVICE:</u> No cell phones, I-Pods or are allowed in the classroom EXCEPT if you use it for class activities! I don't make the rules however; I do enforce them. NO cellular devices will leave the room when a student is issued a pass!!

<u>CLASS WEBSITE:</u> Students are encouraged to use the class website on Schoology to check for information they may have missed during an absence.

X. Lab Etiquette information

Proper Clothing to be Worn When Working:

- Clothing should fit properly and not be loose fitting
- Pants and long sleeved shirts should be worn to protect arms and legs, if necessary
- Jewelry should be removed and stored in a safe place
- Boots or shoes should cover the entire foot
- Long hair must be tied back in a pony-tail
- Proper PPE (personal protective equipment) must be worn at all times.
- Gloves should be worn to protect hands from burns, sharp materials, or hazardous materials.
- No pocket knives.

Agriculture Classes at Falcon High School Medical Information & Release

The animal/veterinarian science portion of the class endeavors to provide as many handson learning opportunities as possible. As students explore the animal science field and learn skills necessary to animal care and veterinary medicine, they will have opportunities to work with animals in class.

Every effort is made to ensure that only well behaved animals are in the class. Only healthy and vaccinated animals are used in class to teach and demonstrate with, but parents and students should be aware that there is always a possibility of an accident or injury. Many things could happen when being around an animal from being bit and scratched to being stepped on or even kicked.

Allergies: Please indicate any animal related or hay-fever allergies. Include severity of symptoms and necessary treatment if an allergic reaction were to occur in class:

Other Pertinent Health Information: If there are any other health conditions that may affect the student's participation in this class, please indicate them here:

- 1. Never horseplay around the animals.
 - a. This causes them to be frightened, often resulting in undue stress.
- 2. Never use the animals as a means of scaring another person.
- 3. Do not feed the animals without Mr. Kranz's permission.
- 4. Always make sure that cages and pens are closed properly to prevent escape.
- 5. Do NOT put your fingers in or near the mouths of any animal, unless feeding them.
- 6. Remember, if you are handling an animal and it makes a mess, you are responsible for cleaning up.
 - a. Do not leave animal feces.
- 7. Respect the animals and treat them compassionately to ensure your safety as well as that of the animals.

I have read and understand the rules for	handling the animals and I agree to follow these rules whenever	er I
come in contact with the Agriculture cla	assroom animals. I understand that failure to follow these rules	wil
result in the loss of all animal privileges	s. Furthermore, I understand that extreme disregard of these rul	les
may result in additional consequences v	which may include after school detention or removal from the	
classroom.		
Student Signature:	Date:	
animals are a privilege in the classre revoked. I further understand that a properly, they may bite, scratch or k	imals in the Agriculture classroom and I understand that toom and that if improperly handled, the privilege may be nimals are unpredictable and that even when handled ick. Knowing this, I give permission for my child to handle and release Falcon High School and the owners of the	
Parent Signature:	Date:	



BOARD OF EDUCATION ITEM 7.05C OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Dave Kranz

TITLE OF AGENDA ITEM: Veterinary Pet Care

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Veterinary Pet Care is the next course series in the growing Agricultural Pathway at FHS. It is a program that offers many cross-curricular opportunities for students. Students will be able to learn how to perform lifesaving procedures such as CPR and artificial respiration, make diagnoses, and analyze diets and nutrition. Students will learn how to bandage an abrasion, stitch a wound, and address any major-medical emergency. They will understand what it takes to effectively care for dogs and cats in any situation. This is an ideal class for any student who loves caring for animals or who wants to pursue a career in a medical field. This class involves opportunities to work with live dogs and cats as well as various other species. Students may have the opportunity to intern in the industry with possibility of future employment.

RATIONALE:

There is a growing interest in the Animal systems pathway from within FHS as well as outside the school and district.

RELEVANT DATA AND EXPECTED OUTCOMES:

There will be a work-based learning opportunity associated with this class. No better way for students to know if they are interested in a particular career field by experiencing it in a controlled environment.

INNOVATION AND INTELLIGENT RISK:

There is no foreseeable risk for the District. It is a great way to further the relationship with a Business Champion in the area.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

ulture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Through the work based learning opportunity.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Approval of additional CTE Agriculture courses supports the continued need for development of various academic pathways for Falcon High School Students



BOE Regular Meeting December 13, 2018 Item 9.03c continued

Rock #5 — Customize our educational systems to	Approval of the additional upper level Agriculture class
launch each student toward success	provides an opportunity for students interested in this
	pathway to progress and possibly earn college credit and/or certifications.
	and/or cerunications.

BUDGET IMPACT: I will be able to use my existing budget.

AMOUNT BUDGETED: No more than what my budget will pay for.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the addition of a Veterinary Pet Care course at Falcon High School.

APPROVED BY: Peter Hilts, Chief Education Officer DATE: December 19, 2018

Veterinary Pet Care

2019-20

Instructor: Mr. Dave Kranz Room K104 dkranz@d49.org

Office Hours: See below

You can always email me if you have a question...please see email procedure

I. Course Introduction

Learn how to keep your pets happy, healthy, and safe with actual classroom animals. You will learn how to perform lifesaving procedures such as CPR and artificial respiration, make diagnoses, and analyze diets and nutrition. You will learn how to bandage an abrasion, stitch a wound, and address any major medical emergency. You will understand what it takes to effectively care for dogs and cats in any situation. This is an ideal class for anyone who loves caring for animals or who wants to pursue a career in a medical field. This class involves opportunities to work with live dogs and cats as well as various other species.

II. Course Content

Unit 1: Intro to Vet Pet Care

Unit 2: Vet Pet Terminology, Anatomy and Physiology

Unit 3: Clinical Exams

Unit 4: Physical Exams/Hospital Procedures

Unit 5: Pet Nutrition

Unit 6: Disease and Parasite Control

Unit 7: Pet Reproduction

III. Required Materials

- 1. A 3-ring binder and/or notebook paper for both notes and class assignments.
- 2. A writing utensil: pen and/or pencil.
- 3. Kindle for assignments...PHONES WILL NOT BE ALLOWED SO BRING YOUR KINDLE TO CLASS!!!!!

 ****** PPE (Personal Protective Equipment) for ag mechanic projects. YOU WILL NOT WORK WITHOUT YOUR PROPER PPE...more at the end of the syllabus
- 4. Hair tie for people with long hair
- 5. Proper clothing depending on the project that is being done

Four Standards of Classroom Protocol:

- 1. Be Responsible
 - Behavior in the classroom is the individual student's responsibility.
 - Turn in all homework completed on time especially if you want a redo on the assessment.
- 2. Be Respectful.
 - Be guiet and listen when someone else is talking (i.e. teacher, other students, etc.).
 - Respect both people and their property, including school equipment.

• Bullying, laughing at others, discriminatory comments, and/or inappropriate language (i.e. profanity) will not be tolerated.

We are each a member of a larger learning community outside of ourselves. In order for each of us to achieve success, all of us must demonstrate a positive, supportive, and respectful attitude.

3. Be Ready to Learn

- Bring all required materials to class everyday (i.e. homework, writing utensils, notebook, and PPE)
- Be in your seat and ready to work on the bell work question when the bell rings.
- Be prepared for all tests and quizzes. No cheating will be tolerated. Cheating will result in a phone call/email home AND no redo/retake opportunity.

4. No food or drink is permitted in the classroom

- Water in a clear or translucent bottle is the only exception. Any other items visible once class begins will be confiscated and thrown away.
- Travel Mugs are not allowed in the class. They must be placed in your locker before class begins.

IV. Grading Procedures

Assessments:

Assessments (e.g. unit exams, unit projects, etc.) will constitute 85% of the student's overall achievement grade. Upon return to the student, all assessments will contain both a grade as well as clear and concise teacher feedback in order to inform both student and parent of the justification for the grade received. Please look for feedback on the actual assessment and NOT on Power School.

If a student "skips/unexcused absence" the day of an assessment or when a project is due

- Student receives an "I" recorded in the grade book for assessment
- Is expected to complete/turn-in upon return to class (no extension)
- Student forfeits the opportunity of a retake
- The highest grade they can receive is a "C"
- Project is expected to complete/turn-in upon return to class (no extension) and the highest grade they can receive is a "C"

Coursework:

Coursework (e.g. assignments, quizzes, etc.) will comprise 15% of a student's overall achievement grade.

Upon return to the student, all summative coursework will contain both a grade as well as clear and concise teacher feedback, in order to inform both student and parent of the justification for the grade received.

Please look for feedback on the actual coursework and NOT on Power School.

Absence/Make-up Policy:

Students are allowed TWO class days to complete coursework items for each class day in which an absence occurs. In the event the assessment/coursework was assigned prior to and ultimately due the class period in which the absence occurred, the student will be expected to make up the assessment/coursework the day upon his/her return to class.

Late Coursework Policy:

Any coursework not turned in when due will be considered late and thus that unit assessment will be ineligible for a redo/retake. However, the late summative coursework items may still be turned in for full credit if done so within THREE school days from the original due date. *In most cases, if any coursework is turned in late for that unit, there is NO redo/retake on the assessment for that unit!*

Assessment and/or Coursework Redo/Retake Policy:

Students will be allowed ONE redo/retake for any given assessment and/or coursework item, *if that assessment is granted a redo/retake*. *. The deadline to complete a redo/retake is FIVE school days (one week) from the date upon which the original assessment and/or coursework item has been graded and returned to the student (Don't procrastinate). After the five-day deadline has passed, the opportunity to "retake" ends for that specific assessment and/or coursework item. *Please plan accordingly!*

Requirements for a redo/retake of an assessment: All coursework assigned during the course of the unit must meet BOTH of the following two criteria:

- 1) Must be completed at a satisfactory level (C or higher (refer to description above).
- 2) Turned in either when due (i.e. on-time) or within the three-day late period. If both of the above criteria are met, the student is deemed eligible for a redo/retake of the summative assessment, if that assessment is granted a redo/retake.

*Notes:

- Not all assessments and/or coursework items are eligible for a redo/ retake (e.g. final assessments, midterm assessments, PROJECTS, etc.).
- The teacher will clearly communicate if an assessment and/or coursework item does not qualify for a redo/retake prior to and/or during the assigning of the assessment and/or coursework item.
- If the student chooses to redo/retake an assessment and/or coursework item, the higher of the two scores received (original or redo/retake) will be the final grade earned on that specific assessment and/or coursework item.

FINAL EXAM EXEMPTION!

If a student has scored a mid-level "solid" C in the class at the end of the semester, they will be qualified for an exemption from the final exam. Usually the only way to do this is to have your formative worked turned in on time and at a satisfactory level so that you can qualify for a redo on the unit assessment. Also, to work on the projects and finish them in the allotted time given in class.

V. ATTENDANCE & MAKE-UP WORK POLICY

Students are strongly encouraged to be in class every day, as many learning experiences (i.e. classroom discussion, activities, etc.) cannot be duplicated with make-up work. TEST DAYS AND PROJECTS ARE IMPORTANT TO BE HERE FOR! If absent, it is the responsibility of the student to check with the teacher the day he/she returns for any and all missed assignments. If absent for a test, you will take the test in the classroom the day you come back to class.

VI. Academic Integrity

Each student in this course is expected to abide by the FHS Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work.

If a student is cheating they will receive an "I" for the initial assessment/assignment.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a

copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a thumb drive, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive an "I" for the assessment/coursework. Penalty for violation of this Code can also result in school disciplinary action.

VII. Email procedure

Every attempt will be made to respond to emails as soon as possible; generally, within 12-24 hours. However, emails that are unintelligible may not receive an answer. To ensure a timely response, please follow the following procedures:

! Subject line: First Name Last Initial, Period 5. (EXAMPLE: John D, Per 5)

! Include a full Salutation: e.g. "Hello Mr. Kranz," or "Dear Mr. Kranz"

! Use full sentences with proper capitalization and punctuation.

! Sign-off with a proper closing: e.g. "Sincerely, John Doe" "Have a good weekend"

VIII. Office Hours

I will be available on most days BEFORE SCHOOL and on some Thursdays and Fridays after school, however, I come to school early in the morning to accommodate students. Redoes/retakes for tests are done M/W/F morning from 6:30-7:15. I do not use the testing center!!! You must contact me to receive a pass to get past the front office in the morning. Emailing me and you having the email on your phone is the easiest procedure.

IX. Miscellaneous

<u>ELECTRONIC DEVICE:</u> No cell phones, I-Pods or are allowed in the classroom EXCEPT if you use it for class activities! I don't make the rules however; I do enforce them. NO cellular devices will leave the room when a student is issued a pass!!

<u>CLASS WEBSITE:</u> Students are encouraged to use the class website on Schoology to check for information they may have missed during an absence.

X. Lab Etiquette information

Proper Clothing to be Worn When Working:

- Clothing should fit properly and not be loose fitting
- Pants and long sleeved shirts should be worn to protect arms and legs, if necessary
- Jewelry should be removed and stored in a safe place
- Boots or shoes should cover the entire foot
- Long hair must be tied back in a pony-tail
- Proper PPE (personal protective equipment) must be worn at all times.
- Gloves should be worn to protect hands from burns, sharp materials, or hazardous materials.
- No pocket knives.

Agriculture Classes at Falcon High School Medical Information & Release

The animal/veterinarian science portion of the class endeavors to provide as many handson learning opportunities as possible. As students explore the animal science field and learn skills necessary to animal care and veterinary medicine, they will have opportunities to work with animals in class.

Every effort is made to ensure that only well behaved animals are in the class. Only healthy and vaccinated animals are used in class to teach and demonstrate with, but parents and students should be aware that there is always a possibility of an accident or injury. Many things could happen when being around an animal from being bit and scratched to being stepped on or even kicked.

Allergies: Please indicate any animal related or hay-fever allergies. Include severity of symptoms and necessary treatment if an allergic reaction were to occur in class:

Other Pertinent Health Information: If there are any other health conditions that may affect the student's participation in this class, please indicate them here:

- 1. Never horseplay around the animals.
 - a. This causes them to be frightened, often resulting in undue stress.
- 2. Never use the animals as a means of scaring another person.
- 3. Do not feed the animals without Mr. Kranz's permission.
- 4. Always make sure that cages and pens are closed properly to prevent escape.
- 5. Do NOT put your fingers in or near the mouths of any animal, unless feeding them.
- 6. Remember, if you are handling an animal and it makes a mess, you are responsible for cleaning up.
 - a. Do not leave animal feces.
- 7. Respect the animals and treat them compassionately to ensure your safety as well as that of the animals.

I have read and understand the rules for handling the	animals and I agree to follow these rules whenever I
come in contact with the Agriculture classroom anim	nals. I understand that failure to follow these rules will
result in the loss of all animal privileges. Furthermore	re, I understand that extreme disregard of these rules
may result in additional consequences which may inc	clude after school detention or removal from the
classroom.	
Student Signature:	Date:
I have read the form on handling animals in the animals are a privilege in the classroom and that revoked. I further understand that animals are uproperly, they may bite, scratch or kick. Knowin animals in the Agriculture classroom and release animals free of all liability.	It if improperly handled, the privilege may be unpredictable and that even when handled g this, I give permission for my child to handle the
Parent Signature:	Date:



BOARD OF EDUCATION ITEM 7.05D OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Dave Kranz

TITLE OF AGENDA ITEM: Agriculture Economics and Marketing

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Agriculture Economics and Marketing is the next course series in the growing Agricultural Pathway at FHS. It is a program that offers many cross-curricular opportunities for students and can be used for the Economics credit to graduate from Falcon High School . Students in Agriculture Economics and Marketing learn how to effectively run any kind of business through an in-depth investigation of economics, marketing, and business management. Students first learn how and why people make the decisions that they do, followed by exploring how economics works at a national and international level. Students then move into marketing, investigating how to persuade others to buy their products and services. The class concludes with business management, covering not just how to run a business but also how to pay taxes and invest in a secure financial future. Students not only learn how to succeed in business but also how to succeed in life. Students may have the opportunity to intern in the industry with possibility of future employment.

RATIONALE:

There is a growing interest in the Ag Business systems pathway from within FHS as well as outside the school and district.

RELEVANT DATA AND EXPECTED OUTCOMES:

There will be a work-based learning opportunity associated with this class. No better way for students to know if they are interested in a particular career field by experiencing it in a controlled environment.

INNOVATION AND INTELLIGENT RISK:

There is no foreseeable risk for the District. It is a great way to further the relationship with a Business Champion in the area.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	Through the work based learning opportunity.
λδ	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Strate	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Approval of additional CTE Agriculture courses supports the continued need for development of various academic pathways for Falcon High School Students



BOE Regular Meeting January 10, 2019 Item 7.05d continued

Rock #5 — Customize our educational systems to	Approval of the additional upper level Agriculture class
launch each student toward success	provides an opportunity for students interested in this
	pathway to progress and possibly earn college credit
	and/or certifications.

BUDGET IMPACT: I will be able to use my existing budget.

AMOUNT BUDGETED: No more than what my budget will pay for.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the addition of Agriculture Economics and Marketing course at Falcon High School.

APPROVED BY: Peter Hilts, Chief Education Officer Date: December 19, 2018

Agriculture Economics and Marketing

2019-20

Instructor: Mr. Dave Kranz Room K104 dkranz@d49.org

Office Hours: See below

You can always email me if you have a question...please see email procedure

I. Course Description

Students in Agriculture Economics and Marketing learn how to effectively run any kind of business through an in-depth investigation of economics, marketing, and business management. Students first learn how and why people make the decisions that they do, followed by exploring how economics works at a national and international level. Students then move into marketing, investigating how to persuade others to buy their products and services. The class concludes with business management, covering not just how to run a business but also how to pay taxes and invest in a secure financial future. Students not only learn how to succeed in business but also how to succeed in life.

II. Course Content

Unit 1: Intro to Economics: markets, supply and demand, futures market

Unit 2: Intro to Marketing: marketing, research and strategies

Unit 3: Intro to Business: types and start ups

Unit 4: Personal Financial Literacy: money matters and taxes

III. Required Materials

- 1. A 3-ring binder and/or notebook paper for both notes and class assignments.
- 2. A writing utensil: pen and/or pencil.
- 3. Kindle for assignments...PHONES WILL NOT BE ALLOWED SO BRING YOUR KINDLE TO CLASS!!!!!

 ****** PPE (Personal Protective Equipment) for ag mechanic projects. YOU WILL NOT WORK WITHOUT YOUR PROPER PPE...more at the end of the syllabus
- 4. Hair tie for people with long hair
- 5. Proper clothing depending on the project that is being done

Four Standards of Classroom Protocol:

- 1. Be Responsible
 - Behavior in the classroom is the **individual student's responsibility**.
 - Turn in all homework completed on time especially if you want a redo on the assessment.
- 2. Be Respectful.
 - Be quiet and listen when someone else is talking (i.e. teacher, other students, etc.).
 - Respect both people and their property, including school equipment.
 - Bullying, laughing at others, discriminatory comments, and/or inappropriate language (i.e. profanity) will not be tolerated.

We are each a member of a larger learning community outside of ourselves. In order for each of us to achieve success, all of us must demonstrate a positive, supportive, and respectful attitude.

- 3. Be Ready to Learn
 - Bring all required materials to class everyday (i.e. homework, writing utensils, notebook, and PPE)
 - Be in your seat and ready to work on the bell work question when the bell rings.
 - Be prepared for all tests and quizzes. No cheating will be tolerated. Cheating will result in a phone call/email home AND no redo/retake opportunity.
- 4. No food or drink is permitted in the classroom
 - Water in a clear or translucent bottle is the only exception. Any other items visible once class begins will be confiscated and thrown away.
 - <u>Travel Mugs are not allowed in the class. They must be placed in your locker before class begins.</u>

IV. Grading Procedures

Assessments:

Assessments (e.g. unit exams, unit projects, etc.) will constitute 85% of the student's overall achievement grade. Upon return to the student, all assessments will contain both a grade as well as clear and concise teacher feedback in order to inform both student and parent of the justification for the grade received. Please look for feedback on the actual assessment and NOT on Power School.

If a student "skips/unexcused absence" the day of an assessment or when a project is due

- Student receives an "I" recorded in the grade book for assessment
- Is expected to complete/turn-in upon return to class (no extension)
- Student forfeits the opportunity of a retake
- The highest grade they can receive is a "C"
- Project is expected to complete/turn-in upon return to class (no extension) and the highest grade they can receive is a "C"

Coursework:

Coursework (e.g. assignments, quizzes, etc.) will comprise 15% of a student's overall achievement grade. Upon return to the student, all summative coursework will contain both a grade as well as clear and concise teacher feedback, in order to inform both student and parent of the justification for the grade received. Please look for feedback on the actual coursework and NOT on Power School.

Absence/Make-up Policy:

Students are allowed TWO class days to complete coursework items for each class day in which an absence occurs. In the event the assessment/coursework was assigned prior to and ultimately due the class period in which the absence occurred, the student will be expected to make up the assessment/coursework the day upon his/her return to class.

Late Coursework Policy:

Any coursework not turned in when due will be considered late and thus that unit assessment will be ineligible for a redo/retake. However, the late summative coursework items may still be turned in for full credit if done so within THREE school days from the original due date. *In most cases, if any coursework is turned in late for that unit, there is NO redo/retake on the assessment for that unit!*

Assessment and/or Coursework Redo/Retake Policy:

Students will be allowed ONE redo/retake for any given assessment and/or coursework item, *if that assessment is granted a redo/retake*. *. The deadline to complete a redo/retake is FIVE school days (one week) from the date upon which the original assessment and/or coursework item has been graded and returned to the **student (Don't procrastinate)**. **After the five**-day deadline has passed, the opportunity to "retake" ends for that specific assessment and/or coursework item. *Please plan accordingly!*

Requirements for a redo/retake of an assessment: All coursework assigned during the course of the unit must meet BOTH of the following two criteria:

- 1) Must be completed at a satisfactory level (C or higher (refer to description above).
- 2) Turned in either when due (i.e. on-time) or within the three-day late period.
- If both of the above criteria are met, the student is deemed eligible for a redo/retake of the summative assessment, if that assessment is granted a redo/retake.

*Notes:

- Not all assessments and/or coursework items are eligible for a redo/ retake (e.g. final assessments, midterm assessments, PROJECTS, etc.).
- The teacher will clearly communicate if an assessment and/or coursework item does not qualify for a redo/retake prior to and/or during the assigning of the assessment and/or coursework item.
- If the student chooses to redo/retake an assessment and/or coursework item, the higher of the two scores received (original or redo/retake) will be the final grade earned on that specific assessment and/or coursework item.

FINAL EXAM EXEMPTION!

If a student has scored a mid-level "solid" C in the class at the end of the semester, they will be qualified for an exemption from the final exam. Usually the only way to do this is to have your formative worked turned in on time and at a satisfactory level so that you can qualify for a redo on the unit assessment. Also, to work on the projects and finish them in the allotted time given in class.

V. ATTENDANCE & MAKE-UP WORK POLICY

Students are strongly encouraged to be in class every day, as many learning experiences (i.e. classroom discussion, activities, etc.) cannot be duplicated with make-up work. TEST DAYS AND PROJECTS ARE IMPORTANT TO BE HERE FOR! If absent, it is the responsibility of the student to check with the teacher the day he/she returns for any and all missed assignments. If absent for a test, you will take the test in the classroom the day you come back to class.

VI. Academic Integrity

Each student in this course is expected to abide by the FHS Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work.

If a student is cheating they will receive an "I" for the initial assessment/assignment.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a thumb drive, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive an "I" for the assessment/coursework. Penalty for violation of this Code can also result in school disciplinary action.

VII. Email procedure

Every attempt will be made to respond to emails as soon as possible; generally, within 12-24 hours. However, emails that are unintelligible may not receive an answer. To ensure a timely response, please follow the following procedures:

! Subject line: First Name Last Initial, Period 5. (EXAMPLE: John D, Per 5)

! Include a full Salutation: e.g. "Hello Mr. Kranz," or "Dear Mr. Kranz"

! Use full sentences with proper capitalization and punctuation.

! Sign-off with a proper closing: e.g. "Sincerely, John Doe" "Have a good weekend"

VIII. Office Hours

I will be available on most days BEFORE SCHOOL and on some Thursdays and Fridays after school, however, I come to school early in the morning to accommodate students. Redoes/retakes for tests are done M/W/F morning from 6:30-7:15. I do not use the testing center!!! You must contact me to receive a pass to get past the front office in the morning. Emailing me and you having the email on your phone is the easiest procedure.

IX. Miscellaneous

<u>ELECTRONIC DEVICE:</u> No cell phones, I-Pods or are allowed in the classroom EXCEPT if you use it for class activities! I don't make the rules however; I do enforce them. NO cellular devices will leave the room when a student is issued a pass!!

<u>CLASS WEBSITE:</u> Students are encouraged to use the class website on Schoology to check for information they may have missed during an absence.



BOARD OF EDUCATION ITEM 7.05E OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Amy Rogers

TITLE OF AGENDA ITEM:

VRHS SAT/PSAT Math Prep Semester Course Addition for

Sophomores and Juniors

Action/Information/Discussion: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

VRHS needs a semester elective course for Sophomores and Juniors who are interested in getting a high score on their SAT.

RATIONALE:

This elective course offers students an entire semester dedicated to working solely on SAT competencies. Students will work daily on test taking skills, time saving strategies, problem solving, and critical thinking using resources from College Board and Khan Academy. They will use their PSAT scores and test results from College Board to make individualized plans and goals for getting the score they desire on the SAT.

RELEVANT DATA AND EXPECTED OUTCOMES:

The addition of this course will allow students to improve their math SAT scores from their PSAT scores. The desired outcome is that students increase their math score by a minimum of 100 points.

INNOVATION AND INTELLIGENT RISK:

This course will assist in the district commitment of D49 being the best place to learn, work, and lead. It will assist in improving SAT scores for our students and school. It does not pose any risk for the district, but assists in improving scores and students' ability to problem solve.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

This course is focused on helping students achieve their pathway goal as it may be tied to assessment scores.

C	Inner Ring—How we treat each other	
u		
1	Outer Ring—How we treat our work	
t	0	
u		
r		
e		
	Rock #1—Establish enduring trust throughout our	
S	community	
t	Rock #2—Research, design and implement	
r	programs for intentional <u>community</u> participation	
a	1 0	
t	Rock #3— Grow a robust portfolio of distinct and	By raising achievement scores, Vista Ridge will have a
e	exceptional schools	more exceptional portfolio than other schools.
	•	• •



BOE Regular Meeting January 10, 2019 Item 7.05e continued

Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	This course is specifically designed to focus only on SAT concepts that are essential for success in college readiness.
Rock #5— Customize our educational systems to launch each student toward success	This course is available to all 10th and 11th grade students who will take the SAT in April of each year. This course is designed to help all 10th and 11th graders be more prepared for the SAT test as well as set goals to achieve the score they desire to get into the college of their choice.

BUDGET IMPACT: There is no additional cost for creating the course.

AMOUNT BUDGETED: There is no additional cost for creating the course.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the addition of an SAT/PSAT Math Prep course at Vista Ridge High School.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** December 19, 2018



Math Lab Syllabus 2018-2019



Course: Math Lab/SAT Prep Instructor: Ms. Taylor

Credit Earned: 0.5 elective credit

Grade Level: 11

Instructor Contact Information: dtaylor@d49.org

Grading Scale: Weighted

Course Description: This elective course offers students an entire semester dedicated to working solely on SAT competencies. Students will work daily on test taking skills, time saving strategies, problem solving, and critical thinking using resources from College Board and Khan Academy. They will use their PSAT scores and test results from College Board to make individualized plans and goals for getting the score they desire on the SAT.

Absences/Make-Up Policy: Students will need to make-up any Khan Academy assignments and SAT Practice Tests. All other class activities will be excused.

Grading: Grading in the course is weighted based on the following categories:

- 45% Khan Academy Assignments
- 5% Quizlet Vocabulary Sets
- 15% On Your Own/Checks for Mastery
- 15% SAT Practice Test Reflections
- 5% Work Ethic/Timeliness
- 15% Weekly Warm-Ups/Questions of the Day

SAT/PSAT Math Prep:

Course Description: This elective course offers students an entire semester dedicated to working solely on SAT competencies. Students will work daily on test taking skills, time saving strategies, problem solving, and critical thinking using resources from College Board and Khan Academy. They will use their PSAT scores and test results from College Board to make individualized plans and goals for getting the score they desire on the SAT.



BOARD OF EDUCATION ITEM 7.05F OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019
PREPARED BY: Eric Canuel
TITLE OF AGENDA ITEM: FHS Digital Art Course Proposal

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

This is a proposal for a new Digital Art course at Falcon High School. This course is being created to address student interests and expand the visual arts pathway.

RATIONALE:

Currently we offer Graphic Design 1 & Graphic Design 2. These focus primarily on the traditional graphic design tools with only an introduction to the skills of digital painting. A need is being seen for these specific skills at upper levels, especially in AP Studio Art & Pre-AP Studio Art., due to student interest. By adding a Digital Art class, students will be able to choose whether they want to continue on the traditional graphic design path with Graphic Design 2 or if they would like to move in the direction of digital painting and other Photoshop related skills & fields. These choices also align with our EmpowerFZ goals and this Digital Art course will be articulated for PPCC credit.

RELEVANT DATA AND EXPECTED OUTCOMES:

Many students in current AP Studio Art & Pre-AP Studio Art are focusing on digital art skills as they develop their concentrations for AP. The expected outcome is that they will have another course to take before reaching AP Studio Art that teaches them the specific skills they need for success in AP. We expect that the roster size of AP Art courses will increase with this option and the students who choose to include digital art in their concentration will achieve higher scores on the AP Studio Art portfolio test.

INNOVATION AND INTELLIGENT RISK:

Innovation: This new course addresses high school pathways and student interests that may lead to college pathways. Also, the setup of the course follows our new EmpowerFZ goals. Risk: We don't see any specific risk in offereing this new course option.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Digital Art will be a new course for District 49. The creation of this course will allows students to learn and practice eskills that they have not been introduced to in the past, at FHS or any other school in District 49. Digital Art will be part of the visual arts on the Graphic Design pathway. The inclusion of this course will allow students to expand their specific skills in digital art while also exploring the possibilities in that career path.

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
еел	Rock #1 —Establish enduring <u>trust</u> throughout our community	
Strat	Rock #2—Research, design and implement programs for intentional community participation	



BOE Regular Meeting January 10, 2019 Item 7.05f continued

ock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Digital Art will be a new course for District 49. The creation of this course will allows students to learn and practice eskills that they have not been introduced to in the past, at FHS or any other school in District 49.
ock #4— Build <u>firm foundations</u> of knowledge, tills and experience so all learners can thrive	
ock #5— Customize our educational systems to unch each student toward success	Digital Art will be part of the visual arts on the Graphic Design pathway. The inclusion of this course will allow students to expand their specific skills in digital art while also exploring the possibilities in that career path.

BUDGET IMPACT: This course meets the requirements of the CTE program and all instructors in the visual arts department are CTE certified. This will allow CTE funding to be used to assist with computers and graphic design software needs. Students will pay the regular \$20 fee for art courses. These fees will be spent to purchase art supplies and to cover regular maintenance of MacBooks, Wacom Tablets and other graphic design hardware & software.

AMOUNT BUDGETED: Students will pay the standard \$20 art fee and all supplies needed beyond this will be covered by the FHS Visual Arts CTE budget.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the addition of a Digital Art course at Falcon High School.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** December 19, 2018

Proposed Digital Art Syllabus for 2019-2020

Self Portrait w/ Special Effects Text Unit (Estimated 3 Weeks)

A combination of photo manipulation and special effects techniques in Adobe Photoshop.

Illustrated Word Unit (Estimated 2 Weeks)

A continuation of advanced photo manipulation techniques.

Wacom Tablet Basics Unit (Estimated 1 Week)

Introduction to the use and the basics of Wacom tablets.

Digital Painting Unit (Estimated 3 Weeks)

Students will use previously learned Wacom Tablet skills to create an Original digital painting based on a reference photograph.

Choice Units (Based on EmpowerFZ) (Estimated 2-3 Weeks per project)

At this point of the semester, student will be presented with multiple options To choose from as they continue their mastery of digital art techniques. They Will be required to complete a minimum of three projects during the second half of the semester. All projects will be graded on rubrics that are specific to the projects that they have chosen.

Portfolio Development (Full Semester)

Writing artist statement, organizing semester's work for presentation and reflection on individual art pieces.

Final Presentation (Final Week)

Oral presentation to classmates focusing on individual projects, challenges overcome and defense of work through response to questions.

Digital Art

Length: 1 semester

Credit: 1/2 per semester (Fine Art). Fee: See board approved fee schedule

Prerequisite: C or better in Graphic Design 1 or Art Portfolio Review

This class further develops concepts learned in Graphic Design 1, but with a focus on the Adobe Photoshop component. Students will continue mastery of photo manipulation techniques and will add the new skill of digital painting with the use of Wacom tablets. This class will combine basic traditional art techniques, like painting, with Adobe Photoshop techniques.

PPCC Credit: This course is aligned with PPCC course MGD111: Adobe Photoshop 1. Students that pass Digital Art with a 'B' or higher will be eligible to purchase college credit for the course through PPCC at a discounted cost.



BOARD OF EDUCATION ITEM 7.06A OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Shawna Beeler

TITLE OF AGENDA ITEM: VRHS Course Name Change: "Chamber Choir" to "Show Choir"

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The curriculum we use in Show Choir doesn't match the curriculum used in Chamber Choir. Chamber Choir was in place 6 years ago but it's now a show choir. Show Choir tours, dances, and competes and our curriculum doesn't match the name of Chamber Choir. The show choir name change will communicate better to the students and parents what concepts will be covered in this class.

RATIONALE:

Although the class is officially named "Chamber Choir," it's known to students, parents, and the community that it's a show choir. The course name does not match.

RELEVANT DATA AND EXPECTED OUTCOMES:

Everything the class competes at is called a "Show Choir Competition." Chamber choirs don't dance and compete. It's a different style of music.

INNOVATION AND INTELLIGENT RISK:

The name change will better reflect what the students, parents, and community members know it to be and will be less confusing for people better trying to understand what choir classes Vista Ridge offers.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Replace this text with a discussion of the implications/impacts of the proposed action.

C u	Inner Ring—How we treat each other	Sportsmanship and teamwork
l t u r	Outer Ring—How we treat our work	We compete at high levels in order to achieve and maintain our best ability in music and dance:
S	Rock #1—Establish enduring <u>trust</u> throughout our community	Show Choir performs as community service at events like: Elementary schools, Clark Flatt-Anti Suicide event, retirement homes, red rocks, etc.
t r a	Rock #2—Research, design and implement programs for intentional community participation	
t e g y	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Show Choir follows National Standards of music and performance:



BOE Regular Meeting January 10, 2019 Item 7.06a continued

	Students have experience in creating, to be successful musicians and to be successful 21st century citizens.
	Students perform – as singers, as instrumentalists, and outside of school
	Students respond to music, as well as to their culture, their community, and their colleagues.
Rock #5— Customize our educational systems to launch each student toward success	Show Choir allows students to be competitive and express different styles of music and genres. It's also dance intensive and encourages a fit and healthy lifestyle. Last, it encourages sportsmanship as students learn to work as an ensemble.

BUDGET IMPACT: NO COST

AMOUNT BUDGETED: No Cost

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to accept a name change for VRHS "Chamber Choir" to "Show Choir".

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 19, 2018



"Vista Ridge Rhythm" Show Choir Syllabus and Contract

Ms. Shawna Beeler, Director- sbeeler@d49.org (719) 495-1149 x2214 D49 Website- http://choir.vistaridge.falcon49.schoolfusion.us/ Choir Website- http://vistaridgechoir.weebly.com Facebook- https://www.facebook.com/VistaRidgeChoirs

Congratulations on being selected for VRHS, auditioned Show Choir. In our year together we will explore the fundamentals of music. This course focuses on the art of making music by studying and demonstrating aspects of music performance, theory, technique, expression, and dance at a competitive level. *I encourage everyone to follow the Facebook page listed above if they prefer updates about upcoming events and updates on classroom activities. (Side note-I would appreciate tissue donations for the classroom!)

2018-2019 Tentative Show Choir Competition Dates

- <u>Fall Pop Concert:</u> October 1, 2018 7pm Vista Ridge <u>Auditorium!!!-</u>All Choirs
- November 3, 2018 "Old West" Show Choir Competition in Scottsbluff, NE (Leave Friday, November 2 after school return Sunday the 4th)-Show Choir Only
- Christmas Elementary Tour (December TBD)-Show Choir Only
- Winter Concert: December 20, 2018 7pm VRHS Auditorium-All Choirs
- CHSAA Competition at Cheyenne Mountain HS: April 18, 2019-Show Choir Only
- Large Group at Doherty HS (April TBD-scheduled in January)-Show Choir/Concert Choir
- Spring Concert: May 9, 2019 7pm VRHS Auditorium-All Choirs
- *Graduation: (Concert Choir and Show Choir Only-May 25th)

Expectations

This is an interactive class and will require participation from all students. Part of choir is learning how to become comfortable performing in front of others. It is therefore vital that we, as a class, create a safe, fun, and welcoming environment that allows for acceptance and creativity. Students must also demonstrate employability skills such as:

- Be on time, focused, and ready to participate
- Come prepared with your music, a pencil, and paper daily
- No food, gum or beverages other than a water bottle
- Be appropriate with all choices
- Be respectful; listen to all instructions the first time
- No cell phones or electronic devices unless otherwise instructed.
 The school policy allows staff members to collect cell phones from
 students not following instructions. Cell phones will be returned
 at the end of the day. If the issue continues, the cell phone will be
 taken to discipline with a write up.
- · Be a team player!
- No unexcused absences from performance dates (will result in removal from Show Choir)
- Must be eligible and not failing any class at VRHS
- Purchase dance shoes and have them for each class
- 3 or more unexcused absences or tardies will results in removal from this competitive course.
- Any drug or alcohol use (or anything that breaks school policy) will result in immediate removal from the ensemble whether it happens on or off campus.
- If students miss rehearsal where we clean choreography or create choreography-they will be replaced with an understudy.
- If a student isn't eligible or has discipline issues (school wide) they will be replaced with an understudy.
- If students don't know their music, choreography, or have discipline issues they will be replaced with an understudy.

Participation & Grading Policy

Students will receive "Rehearsal points" for each class period. Attendance, tardiness, disruptive behavior, refusing to do an activity, and lack of focus may result in points being deducted from your rehearsal grade. It is because of the interactive nature of this course, that it is essential to understand that your participation and presence in class is a requirement. Concerts are worth the majority of your grade (50 points a concert) If a concert is missed and excused by the director (student communicated in advance) students will be given a make-up assignment to complete in a timely manner for a substitute grade. It is up to the student to get the alternate assignment and complete it. If no communication occurred and students skipped performances the grade will result in a 0.

Summer Rehearsal:

Each student is being sent home with a "learning folder" over the summer. The voice parts are recorded and it's best to familiarize yourself with the music before the school year starts. The mandatory summer rehearsal dates are: **July 20 and 21 from 9-4** in the choir room. All of the choreography will be learned so you must bring dance shoes!

Lettering and Uniform Expectations

Students will NOT be considered for a Varsity Letter if the letter requirement form is not submitted to Ms. Bee by the due date of April 15! Excessive absences or lack of participation will result in the same consequences of not being approved to letter. The Show Choir dress or tux and Chamber/Concert dress or tux that may be issued (Depending on the course enrolled in) is your responsibility to dry clean and return BY THE END OF THE YEAR. Failure to not dry clean or return (or return damaged) will result in being charged the cost of dry cleaning or uniform (\$110 for the tux and \$150 for dresses). The student is also responsible for loss or damage to uniforms, music, or leather bound folders. Any missed show choir performances or competitions will result in automatic removal of varsity letter. Ineligibility and discipline issues of ANY KIND (drugs, alcohol, referrals, theft, dishonesty,

academic dishonesty, etc.) will result in loss of varsity lettering opportunity and result in possible removal from the ensemble (director discretion and school discipline policy).

Concerts and Rehearsals

You **MUST** attend the performance(s)/concert(s) required for your class, as this is a performance based class. Since all concert dates are given to you in the beginning of the year, work, exams, sports, or any other excuse is NOT acceptable. The only exceptions for missing a concert would be if you were extremely ill, (Doctors note) or family emergency. (Absences will negatively impact your grade. If you miss any unexcused performance dates with no communication with the director you will no longer be a part of Vista Ridge Show Choir.)

***By signing this contract the student and parent/guardian understand the grading policy, expectations, and uniform requirements for Show Choir.

Volunteer!

***IF a parent, guardian, friend, or family member would like to be more involved in choral happenings in the Falcon School District, please check the appropriate line to indicate the area(s) where you can help and provide your email and phone number. I will contact you via email or phone in advance if/when your help is needed. Thank you for volunteering! ©

-	Chaperone special events/performances
	Sewing-uniform alterations. (Mostly impermanent hemlines for dresses or pants.)
	Be an accompanist for concerts or Solo and ensemble Festivalor do you know someone who would be available?
Accom	panist name:
Contac	t Info:

Please Sign Below, return for credit, and return by: Wednesday August 8th

(Please return just this page/volunteer page)
(This portion of the Syllabus is returned to Ms. Bee-Thanks!)

I,	(Student signature) have
thoroughly read the syllabus	, including the expectations and policies set
forth and will do my best to o	comply with them. I understand the
uniform requirements for pe	erformances and that I am financially
responsible for my uniform a	and music if damaged or lost. I will act as a
responsible, committed, cho	ral member and citizen while representing
Vista Ridge High School and	the community.
Ι,	(Parent signature) have
thoroughly read the syllabus	, including the expectations and policies set
forth and will do my best to l	help my student comply with them. I also
understand the uniform requ	uirements and financial responsibility if lost
or damaged.	

It's an honor and privilege to be chosen for this ensemble. The expectation is that students demonstrate integrity and accountability on and off campus representing VRHS. It's going to be a fun and exciting year and I look forward to working with everyone to build the best show choir and classroom environment possible!



BOARD OF EDUCATION ITEM 7.06B OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:

PREPARED BY:
Theresa James

VRHS Critical Thinking Name Change

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

VRHS currently offers a critical thinking course in social studies. Colleges do not recognize the name Critical Thinking as a social studies class. We want to change the course title to Global Studies to have colleges recognize the course as a social studies course. The course will not change as it is already a global studies focused course.

RATIONALE:

The elective course of Critical Thinking is now a well-established social studies elective course. We want students to be able to receive a social studies credit for the course rather than just receive an elective credit. This will help students be able to complete three to four years of social studies credit for college without having to take an additional social studies elective in place on Critical Thinking. Colleges will recognize the title of Global Studies as a social studies credit.

RELEVANT DATA AND EXPECTED OUTCOMES:

We currently have two sections of Critical Thinking running as a course at Vista. The expected outcome of the name change would be a slight increase in numbers of students taking the course knowing it counts as a social studies credit instead of an elective credit. Also, colleges would recognize the course as a social studies credit.

INNOVATION AND INTELLIGENT RISK:

This course will assist in the district commitment of D49 being the best place to learn, work, and lead. It will assist students in earning more credits that are recognized by more colleges in order for our students to look more competitive in the college admissions process.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

This course is focused on helping students achieve their pathway goal as it gives them a course name that fits more pathways and is recognized by more colleges.

Inner Ring—How we treat each other	
Outer Ring—How we treat our work	
8	
Rock #1—Establish enduring trust throughout our	
community	
Rock #2—Research, design and implement	
programs for intentional community participation	
	Outer Ring—How we treat our work Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement



BOE Regular Meeting January 10, 2019 Item 7.06b continued

t e g	Rock #3— Grow a robust portfolio of distinct and exceptional schools	By giving students more opportunities for core electives that are recognized by colleges they can create a more robust portfolio of high school achievement.
y	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	This course is already providing students with knowledge of global issues through the lens of critical thinking. The name change for the course will ensure that colleges better understand what students learn through this course.
	Rock #5— Customize our educational systems to launch each student toward success	This course is available to all juniors and seniors who desire to better understand their thinking process and view global issues/events understanding logic and fallacies of logic.

BUDGET IMPACT: There is no additional cost for renaming the course.

AMOUNT BUDGETED: There is no additional cost for renaming the course.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve renaming of Critical Thinking course to Global Studies course at VRHS.

APPROVED BY: Peter Hilts, Chief Education Officer Date: December 19, 2018

Global Studies Social Studies Elective Course Vista Ridge High School

Semester long course.

Mandatory Unit 1: Elements of Thought and Critical Thinking Skills

Essential Questions:

- What are the structures and processes of human thought?
- What are the intellectual standards humans use to assess our thinking?
- How can we determine the strengths and weaknesses of our thinking and the thinking of others?
- How can we ask and answer essential questions?
- What is the structure of reading and writing while critically thinking?
- What are fallacies of thought and generalizations and how do they influence our reasoning?

Standards:

- Eight Elements of Thought
- CTCS: Standard 1 Purposes, Goals, and Objectives
- CTCS: Standard 2 Questions, Problems, and Issues
- CTCS: Standard 3 Information, Data, Evidence, and Experience
- CTCS: Standard 9 Assessing Thinking
- CTCS: Standard 21 Skills in the Art of Asking Essential Questions

- Analyze the structures and processes of thinking.
- Assess the strengths and weaknesses of our thinking and the thinking of others.
- Identify the process of questioning and how it influences the basic structures of thinking.
- Identify and demonstrate the process of close reading.
- Identify and demonstrate the process of substantive writing.
- Describe the concept of fallacies of thought.
- Identify and analyze generalizations.

Possible Unit: Terrorism

Essential Questions:

- What is terrorism and how is it different from war?
- Can terrorism ever be justified?
- How can acts of terrorism be perceived differently by diverse parties?
- How can media bias influence people's perceptions of terrorism?
- What is domestic terrorism?

Standards:

- CTCS: Standard 5 Assumptions and Presuppositions
- CTCS: Standard 6 Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 Implications and Consequences
- CTCS: Standard 8 Points of View and Frames of Reference
- CTCS: Standard 25 Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe your own assumptions and the assumptions of others about terrorism.
- Analyze the concept of terrorism and draw distinctions between related concepts.
- Predict and evaluate the implications and consequences of committing acts of terrorism.
- Evaluate varying points of view and perspectives on specific acts of terrorism.
- Analyze how media and propaganda have helped shape people's perception of and reaction to terrorism.

Possible Topics:

 Reasons for and results of September 11th, ISIS attacks in various countries around the world, domestic terrorism.

Possible Unit: Economic Inequality

Essential Questions:

- What is economic inequality?
- What are the major underlying causes of economic inequality both domestically and internationally?
- In the world today, is it necessary for some people or nations to be poor in order for other nations or people to be rich?
- Is it the responsibility of more fortunate people or nations to help support less fortunate people or nations?

Standards:

- CTCS: Standard 4 Inferences and Interpretations
- CTCS: Standard 5 Assumptions and Presuppositions
- CTCS: Standard 6 Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 Implications and Consequences
- CTCS: Standard 8 Points of View and Frames of Reference
- CTCS: Standard 18 Insight into Sociocentriticy
- CTCS: Standard 24 Ethical Reasoning Abilities

- Identify and describe the concept of economic inequality.
- Analyze major underlying causes of economic inequality.
- Identify and describe the consequences of inequality domestically and internationally.
- Debate the responsibility of the economically advantaged to aid the economically disadvantaged.

Possible Unit: Purpose of Religion and Philosophy

Essential Questions:

- What is the purpose of religion and philosophy?
- What roles or functions do religion and philosophy hold in the lives of believers or followers and for societies as a whole?
- How can our own point of view shape how we view others religious or philosophical beliefs?
- What are the implications and consequences of the freedom or lack of freedom of religion?
- How might the media influence our perspective on religion and philosophy?

Standards:

- CTCS: Standard 4 Inferences and Interpretations
- CTCS: Standard 5 Assumptions and Presuppositions
- CTCS: Standard 6 Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 Implications and Consequences
- CTCS: Standard 8 Points of View and Frames of Reference
- CTCS: Standard 17 Insight into Egocentric Thought
- CTCS: Standard 25 Skills in Detecting Media Bias and Propaganda in National and World News

- Identify and describe the purpose of religion and philosophy.
- Identify and evaluate the functions of religion and philosophy on individual's lives and societies as a whole.
- Describe how point of view can shape religious and philosophical perspectives.
- Evaluate the impacts of religion and philosophy on people and societies throughout world history.
- Identify and describe the implications and consequences of freedom or lack of freedom of religion.
- Analyze the role of egocentric and sociocentric thought on religious and philosophical interaction.
- Evaluate the role of media in shaping perspectives on religion and philosophy.

Possible Unit: Civil and Human Rights

Essential Questions:

- What are civil rights and human rights?
- Do universal human rights actually exist?
- Are the rights of all Americans equally protected under United States law?
- What are the underlying causes of specific civil and human rights abuses and what can this tell us about the societies in which they took or are taking place?
- Is it the responsibility of the "global community" to intervene to stop human rights abuses around the world?
- What are the consequences of ignoring civil and human rights abuses?
- How can the media shape our perspective on civil and human rights issues?

Standards:

- CTCS: Standard 4 Inferences and Interpretations
- CTCS: Standard 5 Assumptions and Presuppositions
- CTCS: Standard 6 Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 Implications and Consequences
- CTCS: Standard 8 Points of View and Frames of Reference
- CTCS: Standard 17 Insight into Egocentric Thought
- CTCS: Standard 24 Ethical Reasoning Abilities
- CTCS: Standard 25 Skills in Detecting Media Bias and Propaganda in National and World News

- Identify and describe the concepts of civil and human rights.
- Evaluate and justify the existence or nonexistence of universal human rights.
- Evaluate the universality of civil liberties in the United States today.
- Describe specific causes of civil and human rights abuses and analyze what they can reveal about the societies in which they occur.
- Evaluate the ethical responsibility of the "global community" to prevent human rights abuses.
- Identify and describe the consequences of ignoring civil and human rights abuses.
- Analyze media reporting of civil and human rights abuses throughout history.

Possible Unit: Benefits of Technology

Essential Questions:

- What are the most significant advances in technology throughout world history?
- Have advances in technology proven to be a more productive or destructive force on people and societies throughout world history?
- What are the implications and consequences of people or societies living behind the technology curve?
- What are the ethical implications and consequences of continued advances in medicine?
- Can advanced technology continue to sustain itself and help solve the problems of the future?

Standards:

- CTCS: Standard 4 Inferences and Interpretations
- CTCS: Standard 5 Assumptions and Presuppositions
- CTCS: Standard 6 Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 Implications and Consequences
- CTCS: Standard 8 Points of View and Frames of Reference
- CTCS: Standard 24 Ethical Reasoning Abilities

- Identify the most significant advances in technology throughout world history and justify why they have such importance.
- Debate the productive and destructive nature of technological advances throughout world history.
- Evaluate the implications and consequences of people or societies living behind the technology curve.
- Evaluate how various cultures view the value and use of advanced technologies differently.
- Analyze the ethical issues that accompany advances in medicine.
- Debate the availability of technology and resources and how this relates to the formation of technologically developed and underdeveloped nations.
- Identify and analyze issues surrounding sustainable technology.

Possible Unit: Law and Crime

Essentials Questions:

- Who determines what acceptable behavior in society is?
- How and why do people decide to either conform or defy society's legal expectations?
- What are the ethical implications and consequences of formulating and creating laws?
- What are the ethical implications and consequences of law enforcement and punishments?
- How can media influence our perspective on law and crime?
- Can law ever be truly objective and does it have to be?

Standards:

- CTCS: Standard 4 Inferences and Interpretations
- CTCS: Standard 5 Assumptions and Presuppositions
- CTCS: Standard 6 Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 Implications and Consequences
- CTCS: Standard 8 Points of View and Frames of Reference
- CTCS: Standard 17 Insight into Egocentric Thought
- CTCS: Standard 24 Ethical Reasoning Abilities
- CTCS: Standard 25 Skills in Detecting Media Bias and Propaganda in National and World News

- Describe the purpose of law and punishment.
- Evaluate reasons for conformity and defiance of legal expectations.
- Analyze ethical implications and consequences of formulating and creating laws.
- Analyze ethical implications and consequences of formulating and creating laws.
- Evaluate how various cultures view law and punishment differently.
- Identify and describe the influence of media on perceptions of legality and punishment.
- Debate how objectivity and the human factor influence law and punishment.

Possible Unit: Immigration

Essential Questions:

- What is the difference between immigration and emigration?
- Why do people choose to immigrate or emigrate to new areas of the globe?
- How do immigrants, both legal and illegal, impact a nation's economy?
- Should there be a world without borders and how would this change the current geopolitical climate?
- How can media influence an individuals or societies perspective on immigration?

Standards:

- CTCS: Standard 4 Inferences and Interpretations
- CTCS: Standard 5 Assumptions and Presuppositions
- CTCS: Standard 6 Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 Implications and Consequences
- CTCS: Standard 8 Points of View and Frames of Reference
- CTCS: Standard 17 Insight into Egocentric Thought
- CTCS: Standard 24 Ethical Reasoning Abilities
- CTCS: Standard 25 Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the difference between immigration and emigration.
- Determine the motivations for immigration and emigration.
- Evaluate ethical implications and consequences of society's immigration and naturalization policies.
- Analyze the impact of legal and illegal immigration on a nation's economy.
- Analyze various perspectives on immigration.
- Debate the responsibility of nations to open their borders to immigrants.
- Evaluate and justify the advantages and disadvantages of a borderless world.
- Analyze the role of the media in shaping individuals and societies perspectives on immigration.

Possible Unit: Popular vs. Actual Culture

Essential Questions:

- What is the difference between popular and actual culture?
- Is popular culture an accurate reflection of actual culture?
- What are the ethical implications and consequences of popular culture on individuals and society?
- What power does the media have in formulating a society's popular culture?
- Has the media's portrayal of popular culture been a more positive or negative force on individual's lives and their perception of actual culture in modern society?
- What do folktales, myths, and stereotypes tell us about societies and actual culture?

Standards:

- CTCS: Standard 4 Inferences and Interpretations
- CTCS: Standard 5 Assumptions and Presuppositions
- CTCS: Standard 6 Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 Implications and Consequences
- CTCS: Standard 8 Points of View and Frames of Reference
- CTCS: Standard 17 Insight into Egocentric Thought
- CTCS: Standard 24 Ethical Reasoning Abilities
- CTCS: Standard 25 Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Compare and contrast popular and actual culture.
- Explore and determine whether popular culture is an accurate portrayal of actual culture.
- Analyze various perspectives on popular and actual culture.
- Analyze the role of the media in shaping a society's popular culture.
- Analyze folktales, myths, and stereotypes and describe what they can tell us about a society.

Mandatory Last Unit: Position Paper

Description:

• Students will complete an end of the course research and position paper which will extend one of the themes we have studied throughout the course of the year.

Global Studies

Grade Level: 11-12 Length: Semester Prerequisite: None

Course Number: SOxxxx

This course is recommended for students who are interested in improving their thinking skills and who wish to gain a better understanding of the ways in which people think and use fallacies of logic to influence peoples' opinions and perspectives of the world around them. Upon completion of the course, students will be prepared to enter the next phase of their lives with skills that will be forever useful in their everyday lives and certainly in their future endeavors. The course provides intense reflection on pertinent current and past issues and challenges students to question their perceptions and open their minds to others' viewpoints in an appropriate and guided way. This course will also provide students with an understanding of the art of arguing by learning many fallacies of logic commonly used to manipulate the way people think.



BOARD OF EDUCATION ITEM 7.06C OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Amy Rogers/Yvonne Woodcock

VRHS Course Name Change: "Business Math" to "Personal

TITLE OF AGENDA ITEM:

Finance"

ACTION/INFORMATION/DISCUSSION:

Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The curriculum we use for our Business Math course is more aligned to a Personal Finance type course than Business math. We feel the name change will communicate better to the students and parents of what concepts will be covered in this class.

RATIONALE:

Business Math is confusing name for students since we also offer Business classes.

RELEVANT DATA AND EXPECTED OUTCOMES:

The course name change provides additional clarity to the content covered in the course.

INNOVATION AND INTELLIGENT RISK:

The name change would help students, parents and staff intelligently select the course based on the name.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

C	Inner Ring—How we treat each other	
u 1 t	Outer Ring—How we treat our work	
u r e		
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
s	Rock #2—Research, design and implement programs for intentional community participation	
t r a	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
t e g y	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Personal Finance is specifically designed to expose students to a variety of life skill applications with a math basis, for example, simple interest, compound interest, credit cards, personal budgeting and saving, purchasing an automobile.
	Rock #5 — Customize our educational systems to launch each student toward success	Personal Finance is a course to help students learn the math behind the life skills needed in adulthoods.



BOE Regular Meeting January 10, 2019 Item 7.06c continued

BUDGET IMPACT: no cost

AMOUNT BUDGETED: no cost

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to accept a name change for VRHS "Business Math" to "Personal Finance".

APPROVED BY: Peter Hilts, Chief Education Officer Date: December 19, 2018



Yvonne Woodcock

Vista Ridge High School Room Number: J208 Email: ywoodcock@d49.org Phone: (719) 494-8800 ext. 2238

Personal Finance "Adulting 101"

I am looking forward to an exciting, challenging, and amazing journey together! Here is information to help you succeed this year:

REQUIRED SUPPLIES:

- Pencils w/erasers or pens
- A notebook ,to keep notes, make graphs, keep examples
- A folder/binder for any worksheets or paper given during class
- Loose-leaf notebook paper
- Scientific calculator

Wish List (if you wish to donate supplies for the classroom

• Boxes of Tissues Colored Pencils Graph paper Markers

Hand Sanitizer Expo Markers Colored Paper

Text: We will also be using The High School Financial Planning Program and possibly the online curriculum through Edgenuity. We take a lot of notes so be prepared every day to learn. Notes are used on tests, so take a lot of them.

Google Classroom: Every student at VRHS has a Gmail account. There is a Google classroom for your class with posted assignments, resources, and a calendar of important dates necessary for class and to communicate to students and parents about upcoming assignments and assessments.

Classroom codes: 2nd: vz07se 5th: aso263

EXPECTATIONS: Students should be prepared and have a positive attitude every day ready to actively participate in class. My biggest rule is Expect Respect. Students should not only respect me as their teacher, but they should respect each other and expect respect from their peers and myself.

You should also:

- Be on time.
- Prepared for class.
- Cell Phones need to be put away during class time unless it is individual work time and you are listening to music.
- Bathroom passes are to be used during individual work time, not during instruction time or presentations. 1 person out at a time. You should be signing the sign in/out sheet when you go.
- Food you have the first and last 5 minutes of every class to eat a snack or finish whatever it is that you are eating. Food should be put away any other time.
- Be on task The time given during class should be used to work on assignments and projects, this way you can ask questions, work with other students and have minimal homework. (no sleeping)
- Stay in class at your seat until the bell rings.

Employability 100 points - Every student will start the semester will 100 points for their Employability grade, these are non replaceable. It is up to the student to keep these points, points will be deducted when the expectations are not being followed.

DISCIPLINE: I will follow Vista Ridge's discipline policy. Every student is responsible for his/her own actions. If a student is not following policy, the appropriate consequence will be given. Here is the tardy policy.

- 4th tardy parent/guardian notification
- 5th referral
- 6th detention with office
- 7th extracurricular activities are suspended

ASSIGNMENTS: We do a lot of individual work and projects as group. Assignments should be turned in by the due date for full credit, otherwise points will be deducted. If assignments are not finished by the test date they will remain 0.

MAKEUP WORK: When you are absent it is your responsibility to complete and turn in missed work. Keeping with Vista Ridge's late work policy, students will have 2 days after an **excused** absence to turn in work without penalty. The absent folder for each period is where you will find the assignments you missed. Otherwise, Google Classroom and Powerschool are often your best resources for missed work. If it is a prearranged absence, you should get your assignment(s) ahead of time. If you are gone for a test, you are responsible for setting up a time to take the test upon your return to school. Tests need be made up before or after school within a week. I will not track you down to set up your makeup tests.

EXTRA HELP: A student can also arrange to get extra help from the teacher before, after school, and/or during lunch. If you have any questions or concerns, please feel free to contact me anytime. My preferred method of contact is email.

Please detach, sign, and return the following portion to the teacher on the next class period.

2018 -2019 Personal Finance Syllabus Confirmation

I have read and understand the course expectations, guidelines, and consequences for Busines							
Math.							
Date	Period						

Student:

GRADING:

Print Name	Signature	
Parent/Guardian: Please upda	te Powerschool if you haven't already done so, T	Гhank you
Print Name	Signature	
Parent/Guardian Email:		
Parent/Guardian Phone #:		

Parental preferred method of contact (Please circle one): Email or phone #

VISTA RIDGE HIGH SCHOOL VALUES:

Accountable

- For our actions
 - o Be on time
 - o Be prepared for class
 - o Be engaged in class
 - o Be aware of consequence of your efforts
- Scales will be posted (see class syllabus)

Respect

- For abilities, qualities, and achievements
 - o Capturing Kids Hearts

Transparent

- Build positive relationships through honesty and openness
 - o Ask questions/Seek Help
 - o Professional Conflict

Caring

- Provide safe and caring environment for students and staff
- Student of the Month (school wide)

Personal Finance Course Description:

This course is a one-semester course to meet students where they are in life, so they can start making good money management decisions from day one. Rather than bog this generation down with boring fact memorization and textbook definitions, we use videos, online blended learning, and a workbook to educate AND entertain, so these principles really sink in! Instructors unpack everything from saving and budgeting for things like their first car and college, to the really fun aspects of investing - like how, as a teen, time is on their side for wealth building. We even walk students through resume building, career options, negotiation, insurance and the world's most exciting topic: taxes! Put most simply: This class is designed to make sure students are ready for life after high school.



BOARD OF EDUCATION ITEM 7.07 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Donna Garza, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: Approval of 2020-21 Board of Education Meeting Dates

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

Regular Board of Education meetings are scheduled on the second Thursday of the month and work sessions are scheduled for the fourth Wednesday of the month. The November work session is scheduled earlier due to the holiday break. Work sessions in May, July and December are not scheduled to accommodate graduations and breaks.

RELEVANT DATA AND EXPECTED OUTCOMES:

Approving board meeting dates in advance and aligning that approval with the school calendar provides continuity and encourages planning.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success	Regularly scheduled Board of Education meetings invite strong community participation.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the attached list of 2020-2021 Board of Education meeting dates.

APPROVED BY: Marie La Vere-Wright, Board President

Date: December 19, 2018



BOARD OF EDUCATION 2020-2021 Meeting Dates

Regular Meeting Schedule Work Session Schedule

July 9, 2020 July – no meeting scheduled

August 13, 2020August 26, 2020September 10, 2020September 23, 2020October 8, 2020October 28, 2020November 12, 2020November 18, 2020

December 10, 2020 December – no meeting scheduled

January 14, 2021January 27, 2021February 11, 2021February 24, 2021March 11, 2021March 24, 2021April 8, 2021April 28, 2021

May 13, 2021 May – no meeting scheduled

June 10, 2021 June 23, 2021

Location of meetings: Board Room

Education Service Center 10850 East Woodmen Road

Peyton, CO 80831

Time of meetings: 6:30 p.m.

For further information, please call Donna Garza at 719-495-1128 or email dgarza@d49.org.

Please note: The regular Board of Education meetings are scheduled on the second Thursday of the month and work session meetings are scheduled for the fourth Wednesday of the month unless otherwise noted.



BOARD OF EDUCATION ITEM 7.08 OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Peter Hilts

TITLE OF AGENDA ITEM: Mission Innovation 2.0 in 2019

ACTION/INFORMATION/DISCUSSION: Discussion and Direction

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Due to consistent feedback from multiple sources (VoW Annual Survey, VoW Learning Tours, Chief Officer Performance Evaluation) it is clear that our current workload and pace of change does not support a new mission innovation cycle. The challenge of changing multiple systems simultaneously is requiring close to our maximum capacity for change.

RATIONALE:

Pausing our systematic innovation respects the experiences of those who would have to evaluate, lead, and implement new innovations.

RELEVANT DATA AND EXPECTED OUTCOMES:

The expected outcome is that future innovation proposals will come before the board during an atmosphere of greater support and capacity for innovation implementation.

INNOVATION AND INTELLIGENT RISK:

Pausing Mission Innovation does not present any risks, but it does delay the opportunity to innovate practices or approaches.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Systematic innovation is respectful to our workforce, and trusts workforce members with generating and implementing constructive innovations, so it fulfills the inner ring of our compass. It is also a way of being purposeful and learning about options, so it fulfills the outer ring of our compass. Each proposal will have unique impacts in support of our strategic priorities, and may also support specific aspects of our cultural compass.

BUDGET IMPACT: There is no budget impact to delaying MI proposals.

AMOUNT BUDGETED: In most cases, the MI proposal will rely on funds that are not yet identified or budgeted.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: We will recommend that the board reengage with Mission Innovation based on direction at the 2019 Annual Planning Summit.

APPROVED BY: Pedro Almeida, Peter Hilts, Brett Ridgway

DATE: January 2, 2019



BOARD OF EDUCATION ITEM 7.09 OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Dr. Nancy Lemmond, Executive Director of Individualized

Education and Mr. Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: Individualized Education Compliance Assistant

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Student achievement and compliance to federal and state law go hand-in-hand in many of the different facets of individualized education. For accurate billing and payment, the district's Medicaid program requires attention to detail and knowledge of special education services. For legally defensible IEPs, the district performs oversight and review of IEPs for compliance with federal and state law. With growth, both Medicaid and IEP compliance have become a greater need.

RATIONALE:

Over the past 6 years, the Medicaid program has grown from \$300K-\$400K to a little over \$1.5M. This growth is based on our enrollment and the attention given to the program by the Medicaid Technician. Over the past two years, Medicaid funding has supported a second person for 20 hours per week to assist with compliance. During the past year, review of IEPs for compliance has backlogged due to increased student numbers. IE has attempted to meet this need by paying overtime to an employee for an additional 10 hours per week. Although the additional help has been welcomed and beneficial, the backlog of IEPs needing review continues to be an issue.

RELEVANT DATA AND EXPECTED OUTCOMES:

The increasing district enrollment and the continued house-building provide data on our increased numbers over the past two years and expected growth in the next 1-3 years and longer. Both the Medicaid program and IEP review will continue to be a need. We expect the new Individualized Education Compliance Assistant to be instrumental in helping us continue to grow and expand the Medicaid program and meet the needs of compliance review for IEPs.

INNOVATION AND INTELLIGENT RISK:

The Individualized Education Compliance Assistant provides an opportunity for us to continue to grow a valuable funding source for special education and health and wellness programs. It also allows us to keep up with reviewing and maintaining legally defensible IEPs. This position brings minimal risk as growth is expected to continue within the district.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

ulture	Inner Ring—How we treat each other	It is best practice to provide an accurate job description so prospective applicants are fully informed of the duties and responsibilities of the position for which they are applying.		
<u> </u>	Outer Ring—How we treat our work	It is best practice and prudent to remain compliant with state and federal law.		
Strategy	Rock #1—Establish enduring trust throughout our community	Accurate job descriptions indicate to our stakeholders that we are committed to finding not only the best qualified candidate but also a candidate who fully understands the responsibilities of the positions.		



BOE Regular Meeting January 10, 2019 Item 7.09 continued

Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to launch each student toward success	

BUDGET IMPACT: Education Support Personnel Compensation Schedule. 20 hours of the position is currently funded while another 10 hours is being paid as overtime. A standard 37.5 hour position is requested.

AMOUNT BUDGETED: Half of the funds for the position are budgeted in the Medicaid budget. The other half of the funds are requested from central office staffing.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion at the previous board meeting, I move to approve the new job description in item 7.09 as recommended by the administration.

<u>APPROVED BY:</u> Peter Hilts, Chief Education Officer

Brett Ridgway, Chief Business Officer DATE: December 19, 2018



INDIVIDUALIZED EDUCATION COMPLIANCE ASSISTANT

Job Title:	A colotant		elated Or ga	nization Chart
Initial:	December 13, 2018	— Related Organization Cha		
Revised:		-	Special E Program	Education Specialist
Work Year:	203 days	_		
Office:	Education			
Department:	Individualized Education	Ed		ualized
Reports To:	Special Education Program Specialist			Compliance stant
FLSA Status:	Non-Exempt			
Pay Range:	Educational Support Personnel Range 12	-		

POSITION SUMMARY: The Individualized Education Compliance Assistant (IECA) provides administrative support and assistance for compliance of Individualized Education Program documentation and Medicaid in Education documentation. Collaboration and flexibility are key to the IECA's success with supporting and maintaining the programs' compliance and consistency.

ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Reviews Individualized Education Program (IEP) documents in Frontline Enrich database for compliance.
- Verifies compliance of uploaded documents.
- Notifies staff of any issues related to compliance.
- Assists case managers with administrative edits/clerical errors in Enrich.
- Responds to records requests.
- Assists staff with previous and archived requests and date verification.
- Reviews and uploads incoming documents from other districts and facilities.
- Assists with updating Enrich based on PowerSchool updates.
- Assists with Colorado Department of Education audits of IEP documents.
- Assists with compliance trainings as requested.
- Reviews and enters all Medicaid documents of transportation, personal care services, and speech billing.
- Prepares and maintains electronic and/or manual records for transportation, personal care, nursing, medication and assists with speech, occupational therapy, and physical therapy.
- Provides customer services to specialized service providers on K-Systems.

- Maintains data uploads as requested.
- Tracks Medicaid data submission for students.
- Conducts regular accuracy checks and makes corrections as needed.
- Updates K-Systems as needed.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:

• This position does not supervise other employees.

Budget Responsibility:

• This position does not have any direct budget responsibility.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

High school diploma or equivalent.

Experience:

- Two years of experience in administrative assistant or office work.
- Experience working with special education and Medicaid strongly preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Basic math and accounting skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to defuse and manage volatile and stressful situations.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

Certificates, Licenses, & Registrations:

Criminal background check required for hire.

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; talk and hear. The employee is occasionally required to stand;

walk; climb or balance; stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.



BOARD OF EDUCATION ITEM 8.01 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: D. Garza, Executive Assistant to the BOE

<u>TITLE OF AGENDA ITEM:</u> Process Improvement Update

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

We seek to continuously improve our processes in the district.

RELEVANT DATA AND EXPECTED OUTCOMES:

Administrative regulation development, revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

No.	Designation	Title	Reviewed by	Recommendations
8.01a	JKA-E, JKA-E-2	Physical Intervention,	N Lemmond	Update internal form; repeal
		Restraint & Seclusion		JKA-E-2
		Report		

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: December 19, 2018





Physical Intervention, Restraint, & Seclusion Report Internal Document

Date:			Type of incident:	Seclusion	<u> Restra</u>	aint	
Student:			School:				
Ethnicity:			Gender:				
Grad	de:		Entire Duration of Incident: (hrs:min)				
Rest	traint/Seclusion start time: (am/pm)	Released time: (am	n/pm)			
	Yes No 504 : Yes No		Plan: Yes No B		No		
	g of initial incident: Classroom Ha	•	ain Office Playgrou	nd Cafeteria			
Perso	n completing report:		Title:	CPI Trai	ned: Ye	es No	
List al	Il people who participated in the restra	aint/seclusion	on: (list more if neces	sary)			
	o:		·	CPI Trained	: Yes	No	
) :	Title:		CPI Trained	: Yes	No	
):	Title:		CPI Trained	: Yes	No	
	e:			CPI Trained		No	
	e:			CPI Trained			
	С	escription	of Incident:				
Stude	ent Behavior/Description of Incident		Staff Response/ Efforts I	Made to De-escalate			
Antecedent	What was going on prior to the student's be Describe the incident. How was the student	havior?	Proximity Counseling Restructure routine/e Accommodate mater Redirect, restate dire Set limits: Separate student fro Referral to: Alternatives to Restraint/S	environment rials/expectations ction m the group		Prevention	
Danger to Self or Others	to self and/or others?	3	clear area secure area		rection		



Risk Behavior	Student Behaviors: Hair Pull Bite Grab Hitting Kicking Throwing Eloping (young child) Other: Explain	Physical Intervention used: Disengagement Skills LowMedium High Block release visual supervision Type of Restraint used: Holding/Seated Position Low Medium High Holding/Standing Position Low Medium High Children's Control Position Low Medium High Team Control Position Seclusion	Restraint/Seclusion
Tension Reduction/ Resolution	How did the incident resolve? restorative questions/practices back to class went home suspension police involvement other	review events with staff review possible triggers review/ update behavior plan create a safety plan other Describe plan:	Debriefing
Injury	No Injuries to staff or student Name of person injured: Nature of the injury:	sent to the nurse first aid 911 paramedics CPR released to parent transported to:	
sneet	if necessary. Please note if a separate sheet is attact	ined	
Signa	ture of person completing the report		
Scan Label	ture of Building Administrator and e-mail completed report and supportin document using the following model: Stuck KB.8.31.18. 9am.FHS)		

RESTRAINT OR INCIDENT REPORT Examples and Clarification

Restraints are never permitted for non-compliance. There must be imminent danger to the student or other persons to justify a restraint. It must be applied by trained staff, and only when lesser interventions, such as removal of an audience, will not suffice to reduce safety risks. There must be one lead staff member authorizing the restraint. All restraints require a restraint and or incident report even if the student has received restraints in the past and methods of safely restraining are specified in a behavior plan. All students who have received two or more restraints in a setting should have a function-based behavior plan developed to address the triggers of problem behavior in the specific environment in which it occurred. This form must be completed in ink with no white out. Staff may wish to record incidents in which a restraint may have resulted, but lesser interventions were used that reduced safety risk.

Personnel training on this form	n:	Restraint trainer:				
I certify that I have read the above and have received training on restraints and on the completion of this form.						
Signature:	D	ate:				
Examples of De Observable Behavior	escribe Student Behavior/ Description of Incident	Check Staff Response Used/ Emergency Intervention		Examples of Staff Behavior/Intervention Techniques		
Pacing, shaking, nervousness, change in eye contact, change in facial expression, change in posture, movement to specific area, change in rate of speech	ANXIETY:	proximity counseling restructure routh environment accorn light materia expectations referral to:	Prevention	Move close to student w/o invading personal space; Active reflective listening; attend to complaints/ request; simplify work; change directions; offer help; separate from bothersome stimuli; calming techniques; give choices.		
Loud (noises or speech); questions, refusals, swearing, name calling, challenging, threatening, increase in breathing and/or heart rate	DEFENSIVE: (questirefuse, vent: intinguate)	redirect restate direction set alts: separate student from group separate the group from student sit out within the group	Prev	Use simple clear language; reasonable, enforceable and understandable limits; restate positive consequences; separate from group; remove dangerous implements; assemble team members, allow venting.		
Hit, kick, throw, turn over desks, pounding windows, tearing clothes or materials, running in dangerous area (e.g., street), selfinjury.	CTING NT:	Intervention Team: clear area basket hold block team restraint release escort visual supervision call administrator other	Intervention	Maintain safe distance from acting out person; remove bystanders if still in area, plan for team intervention if necessary; implement non harmful, physical intervention techniques as a last resort		
Reduction of above behaviors; can answer simple questions rationally; can follow simple direction such as "Take a deep breath"; briefly discusses incident w/o re-escalation; breathing and heart rate return to resting rate.	TENSION REDUCTION:	review events review schedule make plan:	Debriefing	Calm down time; discuss incident, make plan w/ acting out person for alternative behavior. For individuals w/ cognitive limitations review rules and return to a successful activity.		
	INJURY/MEDICAL:	sent to nurse first a 911 Paramedics CPR released to parent transported to:	id			



BOARD OF EDUCATION ITEM 8.02 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: N. Lemmond, Executive Director of Individualized Education

TITLE OF AGENDA ITEM: Expulsion Information

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

See attached confidential sheet for list of expulsions in December, 2018 per board policy.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success	Ensures compliance with all Colorado Revised Statutes. Provide alternative pathways to students that align with 49 Pathways Initiative.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 19, 2018



BOARD OF EDUCATION ITEM 8.03 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Barbara Austin-Seeley, Executive Assistant to CEO

TITLE OF AGENDA ITEM: Student Study Trips

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

FHS

AmeriCheer International Competition in Orlando, FL

Depart-3/15/19 Return-3/20/19

20 Students will attend this trip

Cost of the trip will be \$750 per student and includes transportation, lodging and entrance fees.

Competing in a National cheer leading competition.

Fundraising will be part of this trip

FHS

Adams State Honor Choir trip to Alamosa, CO

Depart-2/14/19 Return-2/16/19

4 Students will attend this trip.

Cost of the trip will be \$100 per student and includes lodging, choir participation and a shirt.

Four choir students have been selected to participate in the Adams State "Top of the Nation" honor choir. They will be representing Falcon High School and School District 49 as a part of a large honor choir containing students from many school districts across the state.

Fundraising will not be part of this trip.

VRHS

FCCLA State Leadership Conference in Denver, CO

Depart-4/17/19 Return-4/19/19

5 Students will attend this trip

Cost of the trip will be \$250 per students and includes transportation, meals, lodging and conference registration. Students will compete at the State level with co-curricular events they have been working on all year. Students will represent D49 by competing, taking leadership classes, participating in networking activities and celebrate their successes.

Fundraising will be part of this trip

VRHS

Rocky Welton Invitational Wrestling Tournament in Garden City, KS

Depart-1/26/19 Return-1/27/19

13 Students will attend this trip

Cost of the trip will include transportation and lodging

Vista Ridge will be participating in the prestigious wrestling tournament to compete against the highest level of competition.

Fundraising will be part of this trip.

RELEVANT DATA AND EXPECTED OUTCOMES:



BOE Regular Meeting January 10, 2019 Item 8.03 continued

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success	Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information Only

APPROVED BY: Peter Hilts, Chief Education Officer Date: December 21, 2018



BOARD OF EDUCATION ITEM 8.04 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Shannon Hathaway, Risk & Benefits Manager

TITLE OF AGENDA ITEM: Current Legal Issues

ACTION/INFORMATION/DISCUSSION: Information - Confidential

BACKGROUND OR RATIONALE

With an organization the size of District 49, serving 20,000+ plus students, with 2,000 + employees and a constituency of over 85,000, with 80 busses on the road every day, serving the public good in public education, there will always be legal situations in at hand. This report will be a regular, confidential, information item so that the Board can be aware of what current issues, what that issue is about, and who is involved.

RELEVANT DATA AND EXPECTED OUTCOMES:

District 49 .Business Office Staff, along with legal counsel will always work to protect the institution and ideals of public education, pursuing the best possible outcome on each legal situation. Sometimes, the best outcome does involve a settlement or other action that is recommended by either legal counsel or insurance representatives.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

C u 1 t u r	Inner Ring—How we treat each other Outer Ring—How we treat our work	Handling legal issues with intentionality for the appropriate outcome, to protect the District, its vision and mission, supports cultural priorities.
S t r a t e g y	Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success	Risk Management is not about simply avoiding risk, but measuring the cost and feasibility of various levels of risk avoidance against potential lost opportunity. Risk is not simply monetary, but perceptual and strategic as well. Our Risk Management strives to balance these priorities in support of the district vision, mission, culture and strategic goals.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No action necessary – information only. All information presented in this item should be kept strictly confidential. **No changes from last month.**

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: January 2, 2019



BOARD OF EDUCATION ITEM 8.05 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: D. Garza, Executive Assistant to the Board

TITLE OF AGENDA ITEM: Board Sub-Committee Minutes

ACTION/INFORMATION/DISCUSSION: Information Item

BACKGROUND OR RATIONALE

At the 2018 Annual Peak Planning meeting the Board requested the inclusion of board sub-committee minutes as an information item in the board packet.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
	Rock #1—Establish enduring <u>trust</u> throughout our community	
>	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Strateov	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Š	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to launch each student toward success	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Dave Cruson, Board Secretary

DATE: December 19, 2018

Falcon Community Builders for Classrooms Board of Directors Meeting Minutes Tuesday, September 18, 2018

The regular meeting of the Board of Directors ("BOD") of the Falcon Community Builders for Classrooms ("FCBC") was held at Classic Companies on Tuesday, September 18, 2018, at 3:30 p.m. Directors in attendance were Steve Neary, Brian Bahr, Commissioner Mark Waller, Kevin Butcher, Brett Ridgway, and Melissa Andrews. Lori Von Feldt, Kevin Walker and Sarah Jack were also in attendance.

Steve Neary Chaired and called the meeting to order at 3:34 PM.

Commissioner Waller made a Motion to approve the Minutes of the June 12, 2018 FCBC BOD Meeting seconded by Kevin Butcher and approved unanimously.

Lori Von Feldt presented the Financial Report. Noting that FCBC's current cash position is \$1.8 million in cash with \$527,000 Pledged. Outstanding commitments include Careers in Construction for \$500,000 and \$701,000 to current D49 capital projects. FCBC currently has \$1.5 million in collections outstanding. She also stated that since placing FCBC assets in Eastern Colorado Bank in March \$14,000 in interest has accrued.

Kevin Walker Walker provided an update on several of the builders he was tasked with reaching out to:

- ♣ Aspen View Homes, Kevin O'Leary would like to have a seat of the FCBC BOD
- ♣ -discussion about number of builder members that can be sit on the BOD. Sarah will follow up with Attorney for an opinion on the Bylaws, etc.
- ♣ Creekstone Homes will pay when Meridian Ranch pays
- ♣ St. Aubyn may also want a BOD seat

Lori stated that the Annual Review will be completed and presented to the BOD by Biggs Kofford in December.

Melissa Andrews gave a general update on the District. She noted that projects being funded by FCBC are on schedule with one activity bus delivered and a November-December ETA for the Vans which will be wrapped with the FCBC logo. The District's original plan to order general education buses may be scrapped which would return \$315,000 back to FCBC. A list of additional capital needs will be presented to FCBC in December.

The District has placed on the Ballot in November a Question (4C) that will change (reduce) the fixed property tax rate with no tax increase. She noted there currently was no campaign committee. Brian Bahr made a Motion to approve up to \$25,000 to assist in a campaign effort seconded by Kevin Butcher and approved unanimously.

There being no other business the meeting was adjourned by Steve Neary at .3:58	3 pm.
Submitted December 11, 2018	

Steve Neary, Secretary	



BOARD OF EDUCATION ITEM 8.06

BOARD MEETING OF:	January 10, 2019
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Job Description Administrative Revisions
ACTION/INFORMATION/DISCUSSION:	Information Item

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Per policy GBJD, all positions in the district shall be established initially by the Board of Education. The Board delegates to the chief officers or designee(s) the task of writing job descriptions, which will include a statement of purpose, the essential functions of the position, requisite knowledge, skills and abilities, along with the physical demands and work environment factors required. The Board shall approve all job descriptions for new positions recommended by the chief officers.

RATIONALE: From time to time, the administration will identify the need to modify an existing job description. The Board delegates to the chief officers or designee(s) the authority to approve certain modifications to job descriptions. Other modifications require approval of the Board. Approval requirements for job description changes are as follows:

Changes Requiring Board Approval

- Change in job title
- Change in FLSA status (exempt vs non-exempt)
- Move from one pay range to another pay range
- Move from one salary schedule to another
- Change in reporting relationships
- Major modifications to essential duties and responsibilities, qualifications or other work factors

Changes Within Administrative Discretion

- Formatting and template modifications
- Minor modifications to essential duties and responsibilities, qualifications, or other work factors
- Revisions to reflect shifts in the district's lexicon

All administrative revisions must be approved by the Director of Human Resources. The administrative revision date will be noted in the board-approved job description and will be notated as an "Administrative Revision".

RELEVANT DATA AND EXPECTED OUTCOMES: The presentation of administratively modified job descriptions serves to keep the board informed of changes and demonstrates transparency to stakeholders.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	Accurate and up-to-date job descriptions promote respect and responsibility by providing clarity to the employee. This clarity positively impacts purpose, learning and teamwork.
Λο	Rock #1—Establish enduring <u>trust</u> throughout our community	Our thoughtful, transparent job description development and approval process promotes trust with stakeholders.
Strate	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	



BOE Regular Meeting January 10, 2019 Item 8.06 continued

Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5— Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only; no action requested.

APPROVED BY: Brett Ridgway, Chief Business Officer **DATE:** December 19, 2018



TEACHER OF THE VISUALLY IMPAIRED

Job Title:	Teacher of the Visually Impaired (TVI)	Related Organization Chart
Initial:	August 2015	Director of Special
Revised:	December 18, 2018 (Administrative Revision)	Education
Work Year:	Teacher Calendar	
Office:	Individualized Education	Teacher of the
Department:	Special Education	Visually Impaired
Reports To:	Executive Director of Individualized Special Education or Designee	
FLSA Status:	Exempt	
Pay Range:	Licensed Salary Schedule	

POSITION SUMMARY: The Teacher for the Visually Impaired (TVI) will provide direct and/or consultative special education services specific to students with vision loss. The TVI provides support to students, teachers, and parents and acts as a liaison with community services. They work with the educational teams by advising ways of enhancing the student's learning by adapting activities and materials to the student's abilities.

The TVI may help choose appropriate educational materials, and may brainstorm with teachers and therapists about effective adaptations. By working together, classroom teachers, therapists, and the TVI can create a classroom environment that encourages independence, academic success, and prepares the student for post-secondary options to be the most productive member of society they can be. All services are delivered in accordance with the Individuals with Disabilities Education Act (IDEA) and the Colorado Exceptional Children's Educational Act (ECEA).

ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Provides direct services assistance in the following areas that were obtained from needs assessment profile:
 academic needs, life coping skills, social-emotional needs, career education, braille reading, and/or
 orientation and mobility skills. Evaluate students referred for a functional vision assessment and provide
 materials for instruction for educators
- Provides consultative services for functional vision evaluations, adaptations and activities for multiplyimpaired students.
- Provides instruction to students with a vision disability

- Participates in child find and vision screenings as needed
- Consults with parents and educators concerning the visual impairment of students in Special Education
- Provides materials and adapts materials for the visually impaired students
- Provides appropriate compensatory skills to students with visual impairments
- Provides teachers with information and materials regarding the general management of instruction specifying the vision needs of students
- Provides in-service education for teachers and administrators when requested and acts as a liaison between school and agencies for parents and students
- Provides data that demonstrates progress towards goals for each student receiving vision services
- Procures and oversees maintenance of special equipment and aids, Braille books, enlarging materials and tools
- Provides required documentation for Medicaid reimbursement in a timely manner, if required
- Performs other duties as requested by the Executive Director of Individualized Education and/or Assistant Director of Special Education
- Travels to assigned job sites(s) requires use of personal vehicle
- <u>Performs Oo</u>ther duties as assigned.

Supervision & Technical Responsibilities:

• This position does not supervise other employees.

Budget Responsibility:

• This position does not have any direct budget responsibility.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

- Bachelor's Master's Degree or higher in Education of the Visually Impaired.
- At least two of the following:
 - o Training or experience with multiply-impaired (including severe and profound).
 - o Certification in Orientation and Mobility
 - Training or experience with preschool visually-impaired-obtained from an approved program for
 the preparation of special education specialists: visually impaired and from an accepted, regionally
 accredited institution of higher education
- Experience:
- One to tThree years of experience in a school setting preferred

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills-
- Basic math and accounting skills
- Ability to read and understand construction drawings, and specifications Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions

- Ability to communicate effectively with various stakeholders
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- Hold or be eligible to hold a Special Education Teacher, Specialist with an endorsement in Visually Impaired License

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.



SPEECH LANGUAGE PATHOLOGIST

Job Title:	Speech Language Pathologist	Related Organization Chart
Initial:	June 23, 2010	Related Organization Ghart
Revised:	January 2, 2019 (Administrative Revision)	Director of Special Education or Designee
Work Year:	182	
Office:	Education	
Department:	Special Education Special Services	Speech Language
Reports To:	Director of Special Education or Designee Site Administrator	Pathologist
FLSA Status:	Exempt	
Pay Range:	Licensed	

POSITION SUMMARY: Provides speech and language services to an assigned school(s) including screening, assessment, and identification of students with communication disorders which adversely affect their educational progress. Develop and provide direct and indirect services within the student's educational setting, based on established IEP goals and objectives.

ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Prepares written evaluations and maintains records which clearly and succinctly document services provided, student progress, and discharge from therapy.
- Complies with evaluations standards and determines eligibility for services.
- Effectively communicates test results, diagnosis and proposed treatment plans.
- Participates in the multidisciplinary team process regarding eligibility issues, Individual Education Plan (IEP) development, consultation services and service delivery models.
- Assures compliance with established state and federal laws, regulations, policies, and procedures.
- Prepares reports as needed by the district and/or the CDE.
- Develops <u>service delivery treatment</u> plans consistent with the IEP. Reviews <u>IEP therapy</u> goals and <u>o</u>⊕bjectives and make recommendations for changes as appropriate.
- Employs instructional/therapeutic methods and materials that are appropriate for meeting each student's goals and objectives.

- Operates and maintains a variety of <u>service delivery resources</u> therapeutic equipment and trains others in use
 of the <u>equipment resources</u> as necessary.
- <u>Collaborates with SWAAAC team on the aAssessmentes</u>, selections and development of s augmentative and/or alternative communication systems and provides training in their use.
- When requested, pParticipates in hearing screening programs to identify and refer students with suspected hearing impairment and/or middle ear disorders.
- Supervises and coordinates the activities of any assigned staff. Adheres to state law regarding the type and amount of supervision required for licensed speech-language pathology assistant(s).
- Communicates with students who have disorders of communication, their families, caregivers and other service providers relative to the student's disability and its management.
- Assists in development of classroom activities to meet the communication needs of the student.
- Communicates with appropriate agencies, schools and other organizations as needed in order to meet the needs of students with communication disabilities.
- Remains current concerning instructional and technological advances and other matters concerning speechlanguage therapy.
- Attends and participates in professional workshops and conferences.
- Provides in-service training to other professionals and paraprofessionals.
- Attends staff meetings and serves on committees as needed.
- Performs other duties consistent with the position as may be requested by the Director of Special Education or Designee.

Supervision & Technical Responsibilities:

- Supervises and coordinates the activities of any assigned Speech Language Pathologist Assistant or Speech
 Language Pathologist Clinical Fellowship students. Adheres to state law regarding the type and amount of
 supervision required for licensed speech-language pathology assistant(s).
- This position does not supervise other employees.

Budget Responsibility:

This position does not have any direct budget responsibility.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

 Masters <u>or higher degree in communication disorders or speech language pathology</u> plus additional <u>coursework practicum or internship</u> required for <u>certification or licensure</u>.

Experience:

• 2-5 years' experience in PK-12 education preferred

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills

- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to maintain excellent attendance
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Colorado Department of Education Teacher Special Service Provider License or endorsement in K-12-0-21 Sepech Llanguage Ppathology.
- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.



COORDINATOR OF GIFTED SERVICES EDUCATION

Job Title:	Coordinator of Gifted Services Education	Related Organization Chart
Initial:	April 2015	
Revised:	December 18, 2018 (Administrative Revision)	Executive Director of Individualized Education
Work Year:	26 <u>0</u> 1 Work Days	
Office:	Individualized Education	
Department:	Gifted Education	Coordinator of Gifted Education
Reports To:	Executive Director of Individualized Education	Education
FLSA Status:	Exempt	
Pay Range:	Administrative Pay Schedule	

POSITION SUMMARY: The Coordinator of Gifted Services Education plans, implements, evaluates and supports a comprehensive K-12 gifted and talented service delivery model.

ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Works collaboratively with principals, gifted site coordinators and teachers to develop an annual district
 professional development plan designed specifically to meet the learning needs of gifted staff, classroom
 teachers and administrators.
- Serves as the chairperson of the District Gifted Advisory Committee. Plans and convenes all gifted committee meetings throughout the school year.
- Monitors and expends gifted budget(s) in accordance with established local and state policies and procedures.
- Responsible for all district gifted screening.
- Coordinates completiones of the annual state gifted and talented report, budget development, all revisions to state-approved plan and certification of accuracy of gifted student database and files.
- Conducts routine audits of school-based gifted services to ensure compliance with district gifted plans.
- Works with district administration to implement corrective action in the event that a school is not in compliance with the district plan.
- Serves as a member of the Individualized Education Leadership Team.
- Maintains positive working relationships with all stakeholders.

- Serves as an advocate for the needs of gifted students in a professional and appropriate manner.
- Prepares the annual staff allocation for gifted staff subject to approval by the Executive Director of Individualized Education.
- Performs other duties as assigned.

Supervision & Technical Responsibilities:

• This position does not supervise other employees. Supervision and evaluation of the Gifted Education Specialist.

Budget Responsibility:

- Direct budget responsibilities determined by the Executive Director of Individualized Special Education and may vary year to year.
- This position does not have any direct budget responsibility.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

Minimum of an earned Master's degree and from an accredited institution required.

Experience:

- A minimum of one (1) year experience leading gifted and talented initiatives across the district while working in a professional capacity.
- Demonstrated ability to work as a member of a high performing team
- Ability to work well with others in a diverse educational community
- Excellent written and verbal communication skills
- Minimum of five (5) years highly successful teaching and-/-or administrator experience.
- Ability to effectively us personal computers and software applications

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Demonstrated ability to work as a member of a high performing team.
- Ability to work well with others in a diverse educational community.
- —Excellent written and verbal communication skills.
- •
- Basic math and accounting skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

Certificates, Licenses, & Registrations:

- Colorado Gifted Endorsement
- Principal or Administrators License
- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.



BOARD OF EDUCATION ITEM 9.01 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Ron Lee, Director of 3B MLO

TITLE OF AGENDA ITEM: 3B MLO Projects Update

ACTION/INFORMATION/DISCUSSION: Discussion Item

BACKGROUND OR RATIONALE

Discussion item, 3B project updates.

RELEVANT DATA AND EXPECTED OUTCOMES:

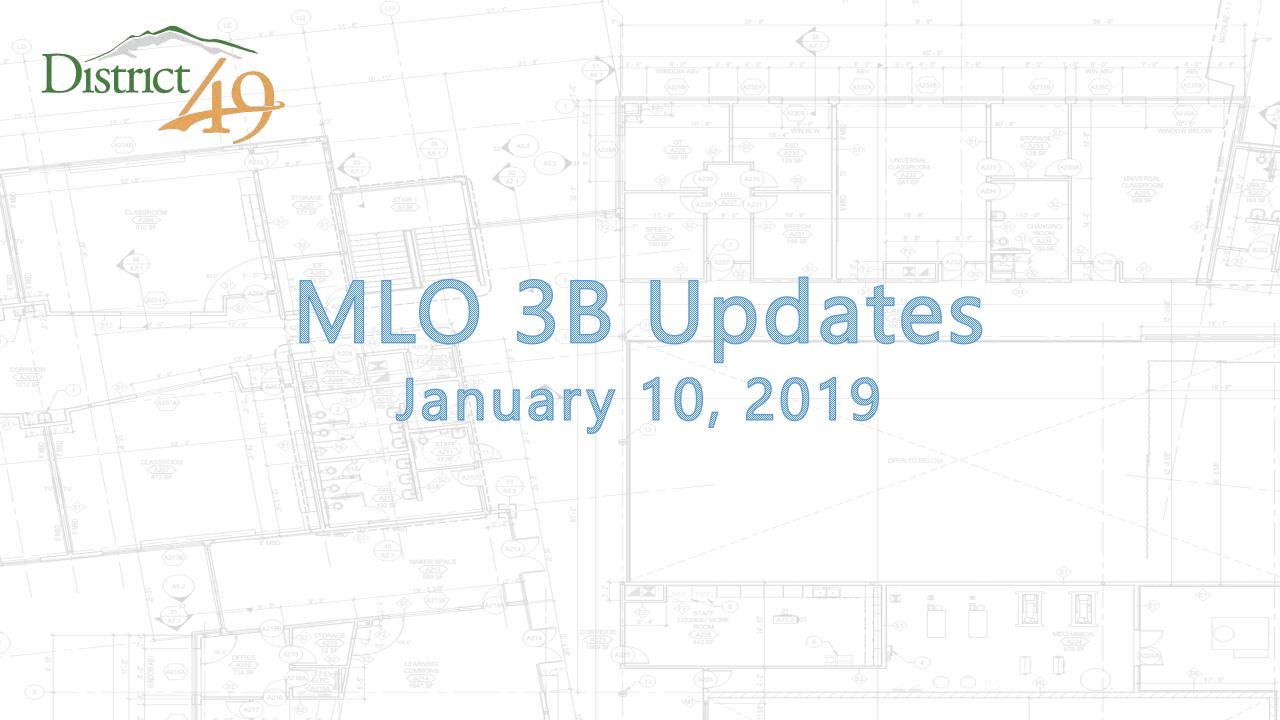
Clarity of understanding our current 3B MLO projects and status of the projects.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	Always mindful with our integrity, we manage every project to the best possible outcome.
Λ	Rock #1—Establish enduring <u>trust</u> throughout our community Rock #2—Research, design and implement programs for intentional <u>community</u> participation	Continually provide clear and concise communication with our community and carry out their requests with effectiveness and efficiency.
Strateov		Providing newly refreshed and safe learning environments assists with the growth and development towards this distinction of exceptional schools.
	launch each student toward success	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Review of the current 3B MLO report and make any inquiries needed for clarity or direction.

APPROVED BY: Pedro Almeida, Chief Operations Officer **DATE:** December 19, 2018





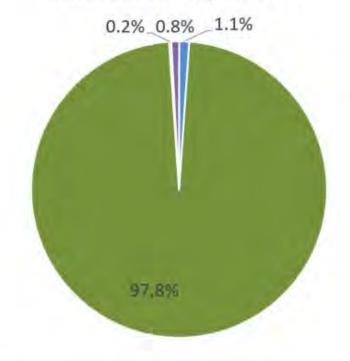
Sand Creek High School



Milestones

- Construction is complete
- Savings returned from Nunn Construction is \$36,734
- With some of this project savings the school may add IT infrastructure
- Warranty items are being tracked

Sand Creek High School



- Project Scope In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
- Project Scope in Planning (No PO or Encumbered Cost)
- Project Contingency



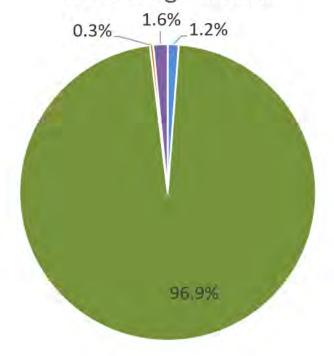
Falcon High School

Milestones

- Savings returned from GE Johnson Construction is \$52,039
- Warranty items are being tracked
- Construction is complete
- Project came in \$106,692.67 under budget.







- Project Scope In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
- Project Scope in Planning (No PO or Encumbered Cost)
- Project Contingency



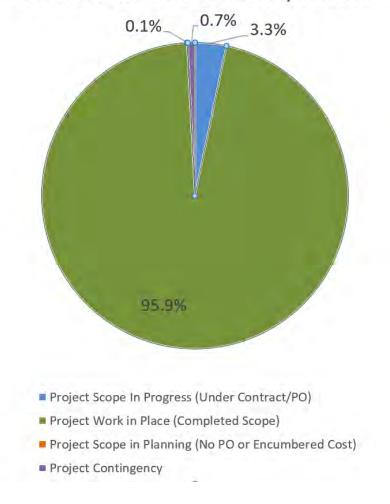
Bennett Ranch Elementary



Milestones

- Some construction items are still pending and. Wember is coordinating with Contractor (GE Johnson) frequently on a plan of action to complete / repair all work.
- Budget is being rectified to see how much remains to purchase the school's wish list items
- Warranty items are being tracked
- Construction is complete

Bennett Ranch Elementary School



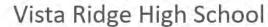


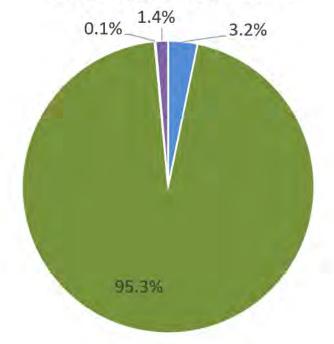
Vista Ridge High School



Milestones

- Construction is complete in all areas.
- Budget is being rectified to see how much remains to purchase the schools wish list items
- Contractors working thru final closeout items.
- Warranty items are being tracked
- Construction is complete





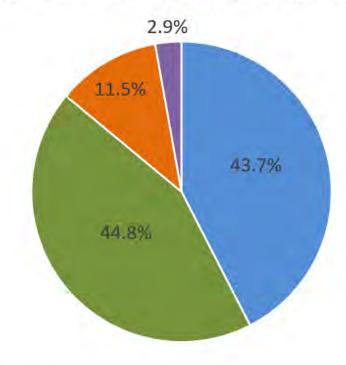
- Project Scope In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
- Project Scope in Planning (No PO or Encumbered Cost)
- Project Contingency



Milestones

- Contingency is tracking better than anticipated. To date, roughly
 22% of contingency has been spent
- Construction is in progress and ahead of schedule
 - Concrete floor polish continues on Level
 - Install of ceiling tile and lighting is on-going on Level 1
 - First area of classrooms are getting carpet and wall tile
 - Mechanical and electrical rough-in is on-going on Level 2
 - Exterior masonry is completed and storefront windows are being installed
 - Roof is dried in and TPO is completed; detailing is on-going
- Meetings for furniture selection continue to occur with the goal to order by the end of January.
- Meetings continue with Homeschool program to coordinate move and purchase furniture and equipment.
- Meetings are occurring with Principal Kristy Rigdon for budget and schedule planning. Committees have been formed to advice on major items to be ordered ahead of school occupancy such as technology and curriculum.

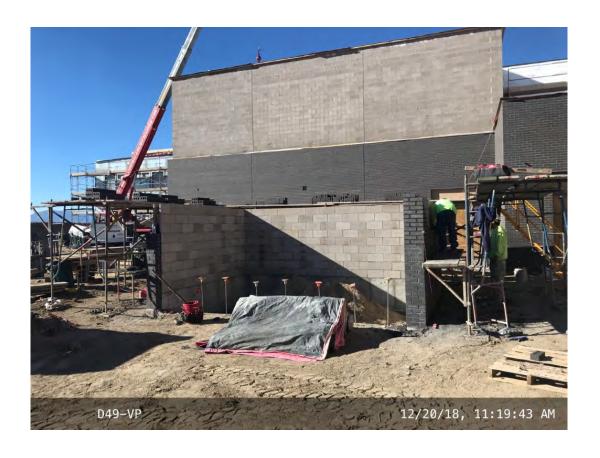
Inspiration View Elementary School



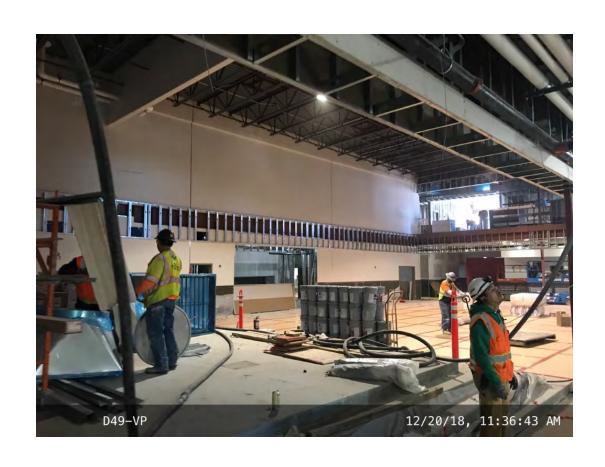
- Project Scope In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
- Project Scope in Planning (No PO or Encumbered Cost)
- Project Contingency





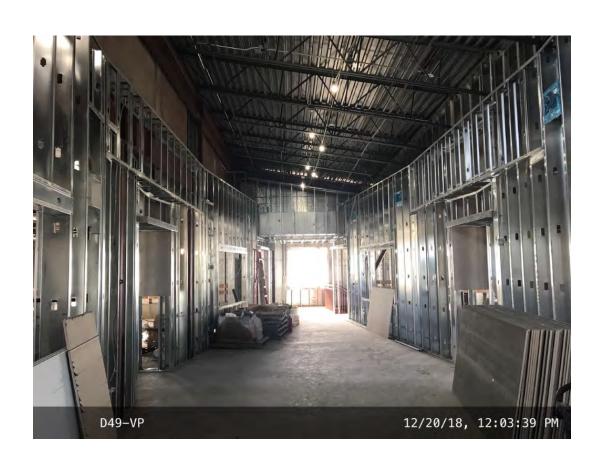


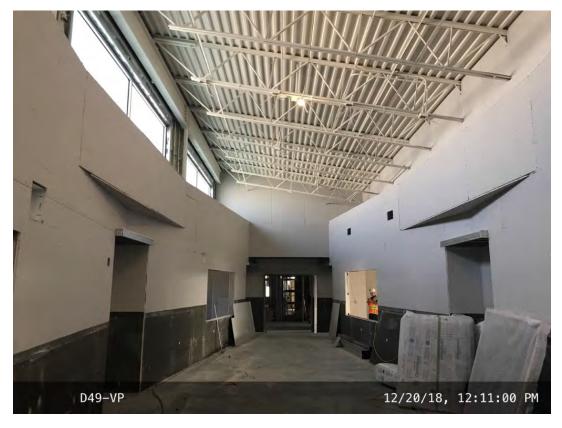


















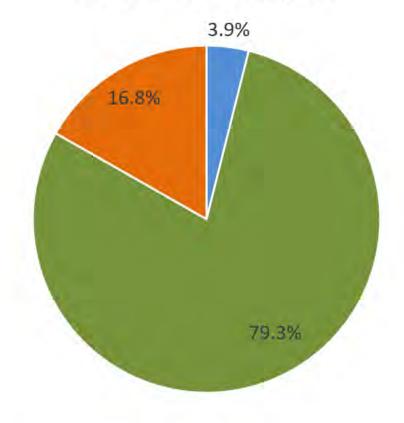


P2 Projects

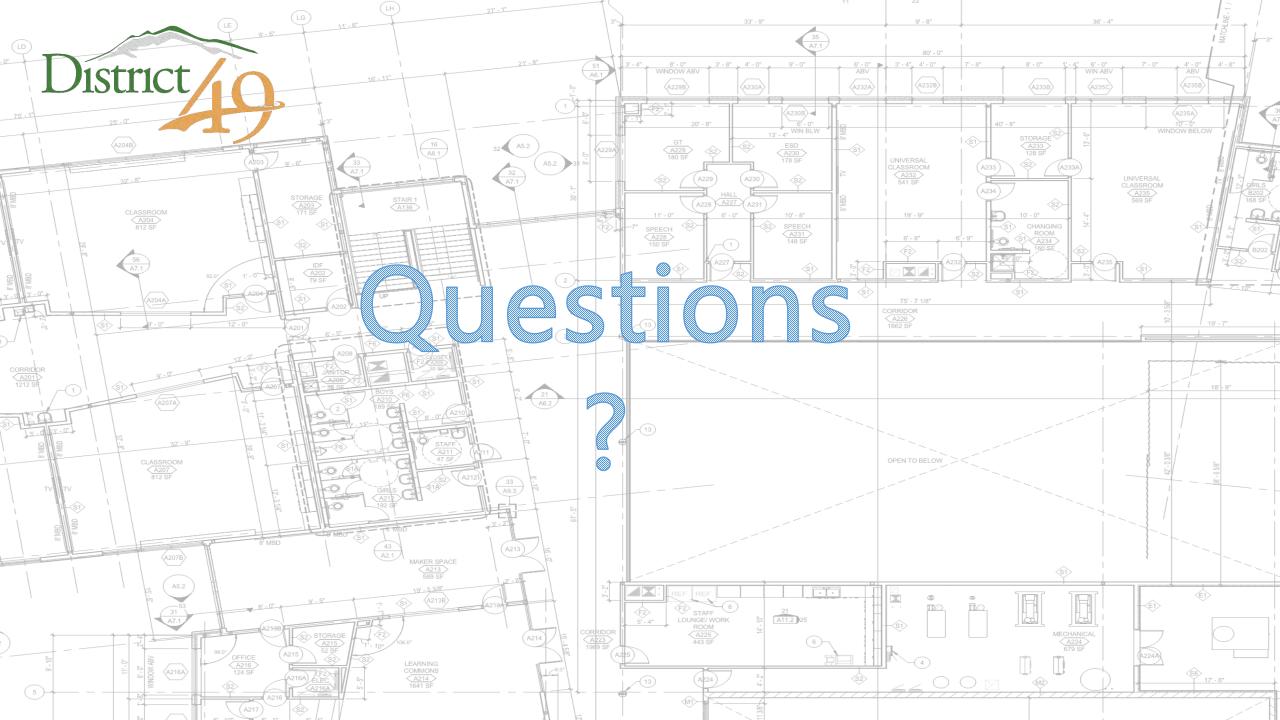
Project Info:

- Projects are being scoped and coordinated for Spring and Summer work. The plan to spend the remaining funds should be discussed with the district by each school by March 1.
- Conversations are occurring with Principals to finalize projects based on remaining budgets and funds.

District 49 P2 Projects



- Project Scope In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
- Project Scope in Planning (No PO or Encumbered Cost)







Project Update Report

Project Name: District 49 Schools – P3 & P4 Projects

Wember Inc. Project Number: 2016.63
Issue Date: January 02, 2019

The purpose of this update is to report on the current status of the District 49 School P3 & P4 Projects. This report is to serve as a summary of pertinent information related to the project at this point:

Summary

Sand Creek High School

- Summer Construction is complete.
- Warranty items are being tracked.

Bennett Ranch Elementary

- Select areas require continued construction and will be completed during outside of school hours.
 - Warranty items are being tracked.
- Funds will be held in the budget as owner contingency during the first year of building occupancy.

Falcon High School

- Construction is complete.
 - o Warranty items are being tracked.
- Funds will be held in the budget as owner contingency during the first year of building occupancy.

Vista Ridge High School

- Construction is complete.
 - o Warranty items are being tracked.
- Funds will be held in the budget as owner contingency during the first year of building occupancy.

- Contingency is tracking better than anticipated. To date, roughly 22% of contingency has been spent.
- Construction is in progress and on schedule.
 - o Concrete floor polish continues on Level 1 and has been inspected for approval
 - Install of ceiling tile and lighting is on-going on Level 1
 - First area of classrooms is getting carpet. This area will be sectioned off from construction in order to remain clean and prepared for millwork, Data, and final paint.
 - o Wall tile is being installed.
 - o Mechanical and electrical rough-in is on-going on Level 2
 - o Exterior masonry is completed.
 - o Storefront windows are being installed
 - o Exterior flashing is on-going
 - o Roof is dried in and TPO is completed. Detailing is on-going
 - Electrical room is complete pending one last feeder wire; upon completion the building will have operational power later this month
- Meetings for furniture selection continue to occur with the goal to order by the end of January.
- Meetings continue with Homeschool program to coordinate move and purchase furniture and equipment.
- Meetings are occurring with Principal Kristy Rigdon for budget and schedule planning. Committees have been formed to advice on major items to be ordered ahead of school occupancy such as technology and curriculum.

Overall Budget

		С	G	Н	T I	J
		Current	Committed	Projected To	Projected	Incurred
		Budget	Cost	Complete	(Over)/Under	Costs
Α	Falcon High School	\$5,650,000.00	\$5,542,212.33	\$1,095.00	\$106,692.67	\$5,474,062.02
В	Bennett Ranch Elementary	\$23,300,000.00	\$23,108,283.12	\$75,052.90	\$116,663.98	\$22,340,853.17
С	Sand Creek High School	\$4,850,000.00	\$4,798,060.25	\$7,119.00	\$44,820.75	\$4,744,404.11
D	Inspiration View Elementary	\$24,400,000.00	\$21,599,157.47	\$2,621,142.00	\$179,700.53	\$10,940,955.82
Е	Vista Ridge High School	\$7,000,000.00	\$6,896,165.94	\$36,000.00	\$67,834.06	\$6,669,180.70
	Total	\$65,200,000.00	\$61,943,879.11	\$2,740,408.90	\$515,711.99	\$50,169,455.82

- Individual budgets for each project can be found on following pages.
- Committed Cost is only amounts under contract or PO. Project to Complete are costs estimated for project.

Next Steps

- Continue to attend weekly construction meetings for Inspiration View Elementary.
- Attend and organize meetings to coordinate any pending owner decisions, budget management, and furniture selection for Inspiration View Elementary.

Submitted by: Ashley Trunnell / Matt Wilhelm

Falcon High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
Α	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
В	Owners Requirements	\$719,608.00	\$712,205.00	\$1,095.00	\$6,308.00	\$680,489.20
С	Construction	\$4,712,199.56	\$4,712,199.56	\$0.00	\$0.00	\$4,686,546.27
D	Permits, Utilities & Fees	\$20,009.00	\$19,896.45	\$0.00	\$112.55	\$17,459.45
Е	Furniture, Fixture and Equipment	\$30,000.00	\$24,346.10	\$0.00	\$5,653.90	\$24,346.10
F	Technology	\$80,000.00	\$73,565.22	\$0.00	\$6,434.78	\$65,221.00
G	Contingencies & Escalation	\$88,183.44	\$0.00	\$0.00	\$88,183.44	\$0.00
	Total	\$5,650,000.00	\$5,542,212.33	\$1,095.00	\$106,692.67	\$5,474,062.02

All contracts, invoices, and documents to date are available on Owner Insite http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8149

Bennett Ranch Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	Projected (Over)/Under	J Incurred Costs
Α	Land & Lease Cost	\$559.00	\$559.00	\$0.00	\$0.00	\$559.00
В	Owners Requirements	\$3,160,711.00	\$3,160,710.92	\$0.00	\$0.08	\$3,131,062.63
С	Construction	\$18,018,462.00	\$18,018,462.00	\$0.00	\$0.00	\$17,752,194.37
D	Permits, Utilities & Fees	\$451,627.00	\$445,130.70	\$0.00	\$6,496.30	\$89,087.26
E	Furniture, Fixture and Equipment	\$1,065,310.00	\$1,061,403.24	\$52.90	\$3,853.86	\$961,572.14
F	Technology	\$430,334.00	\$422,017.26	\$0.00	\$8,316.74	\$406,377.77
G	Contingencies & Escalation	\$172,997.00	\$0.00	\$75,000.00	\$97,997.00	\$0.00
	Total	\$23,300,000.00	\$23,108,283.12	\$75,052.90	\$116,663.98	\$22,340,853.17

 All contracts, invoices, and documents to date are available on Owner Insite http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8128

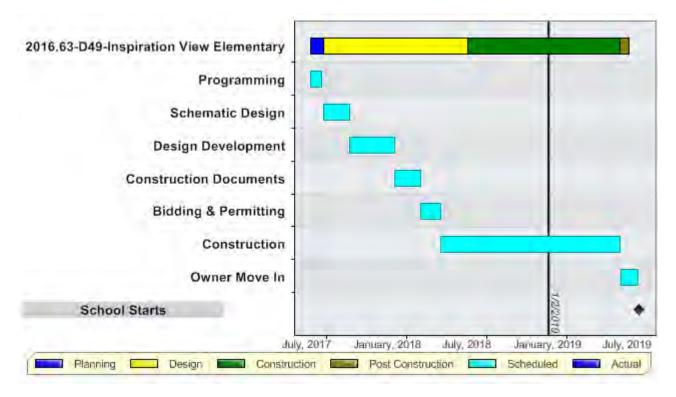
Sand Creek High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
Α	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
В	Owners Requirements	\$676,508.00	\$675,344.50	\$1,000.00	\$163.50	\$630,792.43
С	Construction	\$3,779,257.92	\$3,779,257.67	\$0.00	\$0.25	\$3,779,257.67
D	Permits, Utilities & Fees	\$16,531.00	\$16,529.95	\$0.00	\$1.05	\$16,529.95
E	Furniture, Fixture and Equipment	\$307,520.00	\$302,323.09	\$0.00	\$5,196.91	\$300,078.98
F	Technology	\$30,735.00	\$24,605.04	\$6,119.00	\$10.96	\$17,745.08
G	Contingencies & Escalation	\$39,448.08	\$0.00	\$0.00	\$39,448.08	\$0.00
	Total	\$4,850,000.00	\$4,798,060.25	\$7,119.00	\$44,820.75	\$4,744,404.11

All contracts, invoices, and documents to date are available on Owner Insite http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8148

Inspiration View Elementary Schedule

Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.



Inspiration View Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
Α	Land & Lease Cost	\$1,000.00	\$269.00	\$731.00	\$0.00	\$269.00
В	Owners Requirements	\$1,991,139.00	\$1,909,554.00	\$31,910.00	\$49,675.00	\$1,466,276.04
С	Construction	\$19,449,213.94	\$19,449,213.94	\$0.00	\$0.00	\$9,240,064.25
D	Permits, Utilities & Fees	\$394,975.00	\$240,120.53	\$133,501.00	\$21,353.47	\$234,346.53
E	Furniture, Fixture and Equipment	\$1,385,000.00	\$0.00	\$1,385,000.00	\$0.00	\$0.00
F	Technology	\$470,000.00	\$0.00	\$470,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$708,672.06	\$0.00	\$600,000.00	\$108,672.06	\$0.00
	Total	\$24,400,000.00	\$21,599,157.47	\$2,621,142.00	\$179,700.53	\$10,940,955.82

 All contracts, invoices, and documents to date are available on Owner Insite http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8151

Inspiration View Elementary Construction Progress









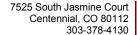




Vista Ridge High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
Α	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
В	Owners Requirements	\$878,955.00	\$877,955.00	\$1,000.00	\$0.00	\$801,471.30
С	Construction	\$5,872,138.00	\$5,872,134.00	\$0.00	\$4.00	\$5,750,701.04
D	Permits, Utilities & Fees	\$17,095.00	\$17,094.72	\$0.00	\$0.28	\$17,094.72
E	Furniture, Fixture and Equipment	\$87,511.00	\$87,509.83	\$0.00	\$1.17	\$67,476.23
F	Technology	\$48,642.94	\$41,472.39	\$5,000.00	\$2,170.55	\$32,437.41
G	Contingencies & Escalation	\$95,658.06	\$0.00	\$30,000.00	\$65,658.06	\$0.00
	Total	\$7,000,000.00	\$6,896,165.94	\$36,000.00	\$67,834.06	\$6,669,180.70

All contracts, invoices, and documents to date are available on Owner Insite http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8150







Project Update Report

Project Name:

Wember Inc. Project Number: Issue Date:

District 49 Schools – P2 Projects 2016.63 January 02, 2019

The purpose of this update is to report on the current status of the District 49 School P2 Projects. This report is to serve as a summary of pertinent information related to the project at this point:

Summary

o Projects below are information thru December 21, 2018

Budget Key

Initial Budget	Approved Budget for the MLO approved by the schools SAC.
Current Forecast	Current planned funds to be expended on the Project. Number may be different the Initial Budget due to understanding of Costs Estimated or Contracted during the Planning and Bidding Process.
Committed Cost	Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.
Projected to Complete	Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.
Projected (Over)/Under	Amount project is over or Under from the "Initial Budget" (Not Current Forecast)

Other Definitions

GC - General Contractor

HVAC - Heating, Ventilation, & Air Conditioning

Substantial Complete - State in the progress of Work when the Work or designated portion thereof is sufficiently complete in

accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use.

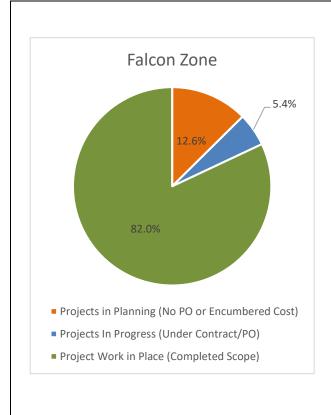
Value Engineering (VE) - An organized team effort directed at analyzing the functions of systems, equipment, facilities, services,

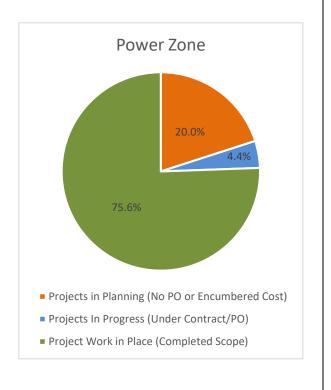
and supplies for the purpose of achieving the essential functions at the lowest life-cycle cost consistent

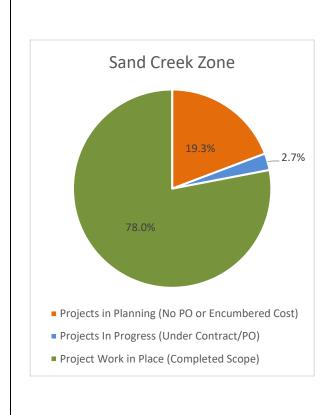
with required performance, reliability, quality, and safety.

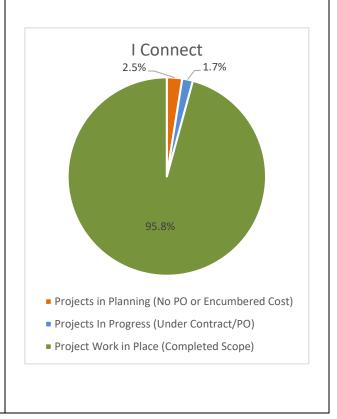
Overall P2 Budget Summary

			Α	С	G	Н	I
			Initial Budget	Current Budget	Committed Cost	Projected To Complete	Projected (Over)/Under
			Buuget	Duaget	Cost	Complete	(Over)/Officer
Α	Falcor	n Zone	\$6,124,500.00	\$6,124,500.00	\$5,353,716.28	\$519,286.93	\$251,496.79
	A.1	FHS - Falcon High School	\$1,378,000.00	\$1,378,000.00	\$1,265,261.41	\$0.00	\$112,738.59
	A.2	FMS - Falcon Middle School	\$2,441,000.00	\$2,441,000.00	\$2,146,310.23	\$205,196.18	\$89,493.59
	A.3	FES - Falcon Elementary Schoo of Technology	\$1,039,500.00	\$1,039,500.00	\$715,447.61	\$294,325.75	\$29,726.64
	A.4	MRE - Meridian Ranch Elementa School	\$571,000.00	\$571,000.00	\$570,953.45	\$0.00	\$46.55
	A.5	WHE - Woodmen Hills Elementa School	\$695,000.00	\$695,000.00	\$655,743.58	\$19,765.00	\$19,491.42
В	Power	Zone	\$4,783,000.00	\$4,783,000.00	\$3,825,285.30	\$307,157.11	\$650,557.59
	B.1	VRH - Vista Ridge High School	\$1,167,500.00	\$1,167,500.00	\$905,275.64	\$46,768.00	\$215,456.36
	B.2	SMS - Skyview Middle School	\$1,549,500.00	\$1,549,500.00	\$1,232,386.11	\$70,000.00	\$247,113.89
	B.3	OES - Odyssey Elementary School	\$384,000.00	\$384,000.00	\$371,433.89	\$0.00	\$12,566.11
	B.4	RVE - Ridgeview Elementary School	\$680,500.00	\$680,500.00	\$644,685.29	\$35,728.94	\$85.77
	B.5	SES - Stetson Elementary School	s1,001,500.00	\$1,001,500.00	\$671,504.37	\$154,660.17	\$175,335.46
С	Sand	Creek Zone	\$6,946,500.00	\$7,546,500.00	\$6,093,500.13	\$1,137,336.73	\$315,663.14
	C.1	SCH - Sand Creek High School	\$2,711,500.00	\$3,311,500.00	\$2,508,499.71	\$689,332.00	\$113,668.29
	C.2	HMS - Horizon Middle School	\$1,538,500.00	\$1,538,500.00	\$1,516,794.40	\$0.00	\$21,705.60
	C.3	EES - Evans International Elementary School	\$1,230,500.00	\$1,230,500.00	\$745,070.97	\$399,648.14	\$85,780.89
	C.4	RME - Remington Elementary School	\$791,500.00	\$791,500.00	\$703,573.46	\$38,655.00	\$49,271.54
	C.5	SRE - Springs Ranch Elementar	y \$674,500.00	\$674,500.00	\$619,561.59	\$9,701.59	\$45,236.82
D	I Conr	nect Zone	\$1,154,000.00	\$1,404,000.00	\$1,368,983.21	\$9,000.00	\$26,016.79
	D.1	SSAE - Springs Studio for Academic Excellence	\$75,500.00	\$75,500.00	\$68,716.43	\$4,000.00	\$2,783.57
	D.2	FLC - Falcon Legacy Campus	\$990,000.00	\$1,240,000.00	\$1,224,034.41	\$0.00	\$15,965.59
	D.3	MOH -Mohawk (Home School Program)	\$88,500.00	\$88,500.00	\$76,232.37	\$5,000.00	\$7,267.63
Е	Charte	er Schools	\$992,000.00	\$1,037,000.00	\$720,673.86	\$285,545.34	\$30,780.80
	E.1	BLA - Banning Lewis Ranch Academy	\$399,000.00	\$444,000.00	\$208,119.78	\$231,400.00	\$4,480.22
	E.2	ICA - Imagine Classical Academ	y \$258,500.00	\$258,500.00	\$258,500.00	\$0.00	\$0.00
	E.3	PPS - Pikes Peak School or Expeditionary Learning	\$209,000.00	\$209,000.00	\$188,199.42	\$0.00	\$20,800.58
	E.4	RMCA - Rocky Mountain Classic Academy	\$125,500.00	\$125,500.00	\$65,854.66	\$54,145.34	\$5,500.00
F	Owne	r Requirements	\$0.00	\$186,400.00	\$186,400.00	\$0.00	\$0.00
	Total		\$20,000,000.00	\$21,081,400.00	\$17,548,558.78	\$2,258,326.11	\$1,274,515.11



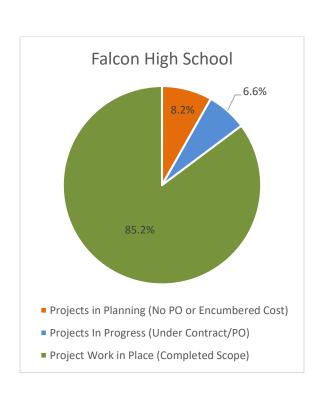






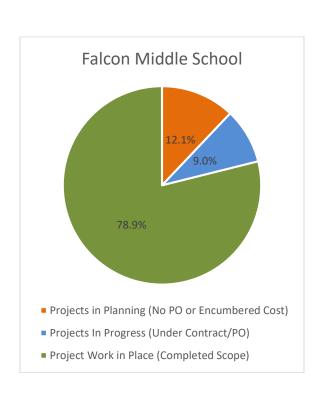
Falcon High School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.1.A	FHS-01-HVAC System	\$200,000.00	\$210,670.00	\$210,670.00	\$0.00	\$0.00
A.1.B	FHS-02-Turf Baseball Field	\$633,000.00	\$633,000.00	\$590,227.60	\$0.00	\$42,772.40
A.1.C	FHS-03-Flooring	\$100,000.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00
A.1.D	FHS-04-Paint - Interior Classrooms & Gym	\$70,000.00	\$70,050.00	\$70,050.00	\$0.00	\$0.00
A.1.E	FHS-05-Paint - Exterior Doors & Trim	\$29,700.00	\$29,892.00	\$29,891.75	\$0.00	\$0.25
A.1.F	FHS-06-Lighting & Automation	\$100,000.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00
A.1.G	FHS-07-Auditorium Lights & Sounds	\$90,000.00	\$117,649.86	\$117,649.86	\$0.00	\$0.00
A.1.H	FHS-08-Urinal Replacement	\$36,000.00	\$46,772.20	\$46,772.20	\$0.00	\$0.00
A.1.I	FHS-Contingency - Unallocated Funds	\$119,300.00	\$69,965.94	\$0.00	\$0.00	\$69,965.94
	Total	\$1,378,000.00	\$1,378,000.00	\$1,265,261.41	\$0.00	\$112,738.59



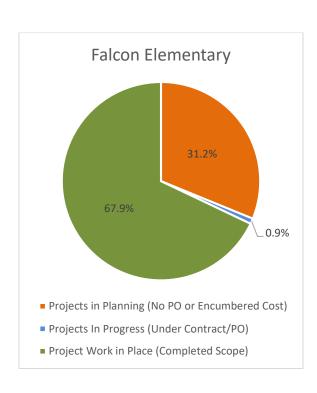
Falcon Middle School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	Projected (Over)/Under A-(G+H)
A.2.A	FMS-01-Library/Office Reconfigure	\$685,000.00	\$702,981.14	\$702,981.14	\$0.00	\$0.00
A.2.B	FMS-02-Science Lab	\$365,000.00	\$365,345.00	\$365,345.00	\$0.00	\$0.00
A.2.C	FMS-03-Classroom Flooring - Bldg Efficiency	\$170,000.00	\$170,000.00	\$101,009.66	\$68,846.00	\$144.34
A.2.D	FMS-07-Roof Replacement	\$175,000.00	\$175,000.00	\$174,545.00	\$0.00	\$455.00
A.2.E	FMS-05-LED Fixture Upgrade	\$200,000.00	\$250,414.28	\$250,414.28	\$0.00	\$0.00
A.2.F	FMS-08-Fixed Furnishings	\$126,000.00	\$126,000.00	\$59,670.81	\$66,329.19	\$0.00
A.2.G	FMS-09-Paving - Bus Loop	\$229,000.00	\$252,539.00	\$252,539.00	\$0.00	\$0.00
A.2.H	FMS-10-Ext Conc Repair and Drainage	\$32,000.00	\$32,000.00	\$31,535.00	\$0.00	\$465.00
A.2.I	FMS-11-Custodial Equip	\$30,000.00	\$30,000.00	\$5,479.01	\$24,520.99	\$0.00
A.2.J	FMS-12-Safety & Security Package	\$45,500.00	\$45,500.00	\$0.00	\$45,500.00	\$0.00
A.2.K	FMS-13-Bldg Automation Upgrade	\$90,000.00	\$90,000.00	\$47,200.00	\$0.00	\$42,800.00
A.2.L	FMS-04-Paint Refresh	\$60,000.00	\$107,724.00	\$107,724.00	\$0.00	\$0.00
A.2.M	FMS-Contingency - Unallocated Funds	\$188,500.00	\$45,522.58	\$0.00	\$0.00	\$45,522.58
A.2.N	FMS-06-Commons & Gymnasium Sound Board	\$45,000.00	\$47,974.00	\$47,867.33	\$0.00	\$106.67
	Total	\$2,441,000.00	\$2,441,000.00	\$2,146,310.23	\$205,196.18	\$89,493.59



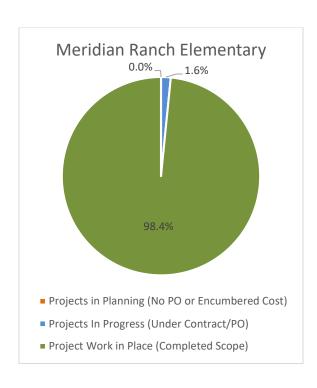
Falcon Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.3.A	FES-01-Safe Entry	\$155,000.00	\$187,608.26	\$187,608.26	\$0.00	\$0.00
A.3.B	FES-02-Intercom System	\$71,000.00	\$64,098.00	\$64,097.13	\$0.00	\$0.87
A.3.C	FES-03-Refresh Exterior Play Area	\$278,000.00	\$278,000.00	\$243,740.68	\$34,259.32	\$0.00
A.3.D	FES-04-Flooring	\$160,000.00	\$160,000.00	\$159,047.19	\$0.00	\$952.81
A.3.E	FES-05-Paint Classrooms	\$75,000.00	\$75,000.00	\$14,713.57	\$60,286.43	\$0.00
A.3.F	FES-06-Electronic Marquee	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
A.3.G	FES-07-Replace Drinking Fountain	\$8,000.00	\$8,000.00	\$6,021.47	\$0.00	\$1,978.53
A.3.H	FES-08-LED Fixture Upgrade	\$125,000.00	\$125,000.00	\$40,219.31	\$84,780.00	\$0.69
A.3.I	FES-09-Update Fixed Furnishings	\$100,000.00	\$100,000.00	\$0.00	\$100,000.00	\$0.00
A.3.J	FES-Contingency - Unallocated Funds	\$52,500.00	\$26,793.74	\$0.00	\$0.00	\$26,793.74
	Total	\$1,039,500.00	\$1,039,500.00	\$715,447.61	\$294,325.75	\$29,726.64



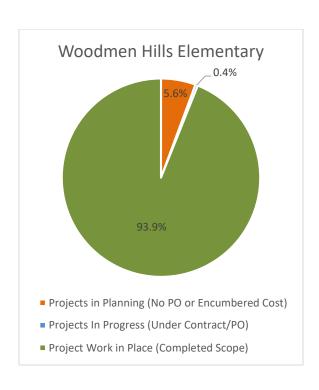
Meridian Ranch Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	Projected (Over)/Under
A.4.A	MRE-01-Paint Refresh	\$50,000.00	\$54,425.00	\$54,425.00	\$0.00	\$0.00
A.4.B	MRE-02-Flooring Refresh	\$222,924.00	\$248,172.00	\$248,172.00	\$0.00	\$0.00
A.4.C	MRE-03-Restroom Update	\$88,000.00	\$71,925.42	\$71,879.00	\$0.00	\$46.42
A.4.D	MRE-04-Exterior Play Area Upgrade	\$100,000.00	\$142,703.00	\$142,702.87	\$0.00	\$0.13
A.4.E	MRE-05-Secure Safe Entry	\$65,000.00	\$53,774.58	\$53,774.58	\$0.00	\$0.00
A.4.F	MRE-06-Building Automation	\$55,000.00	\$0.00	\$0.00	\$0.00	\$0.00
A.4.G	MRE-Contingency - Unallocated Funds	(\$9,924.00)	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$571,000.00	\$571,000.00	\$570,953.45	\$0.00	\$46.55



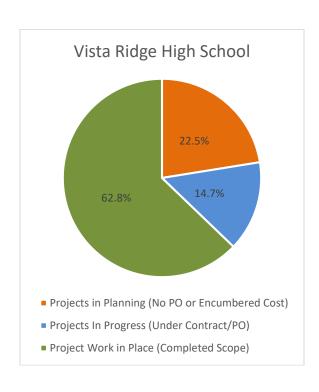
Woodmen Hills Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.5.A	WHE-01-Secure Front Entry	\$65,000.00	\$71,437.44	\$71,437.00	\$0.00	\$0.44
A.5.B	WHE-02-Flooring Refresh	\$206,412.00	\$232,042.81	\$232,042.81	\$0.00	\$0.00
A.5.C	WHE-03-Paint Refresh	\$95,000.00	\$53,655.00	\$53,655.00	\$0.00	\$0.00
A.5.D	WHE-04-Pick Up / Drop Off in Back (increased parking)	\$260,000.00	\$246,255.00	\$246,255.00	\$0.00	\$0.00
A.5.E	WHE-05-Safety & Security Package	\$20,500.00	\$20,500.00	\$735.00	\$19,765.00	\$0.00
A.5.F	WHE-06-Bldg Automation	\$35,000.00	\$0.00	\$0.00	\$0.00	\$0.00
A.5.G	WHE-07-Exterior Play Area Upgrade	\$128,625.00	\$71,109.75	\$51,618.77	\$0.00	\$19,490.98
A.5.H	WHE-08-LED Fixture Upgrade	\$45,000.00	\$0.00	\$0.00	\$0.00	\$0.00
A.5.I	WHE-Contingency - Unallocated Funds	(\$160,537.00)	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$695,000.00	\$695,000.00	\$655,743.58	\$19,765.00	\$19,491.42



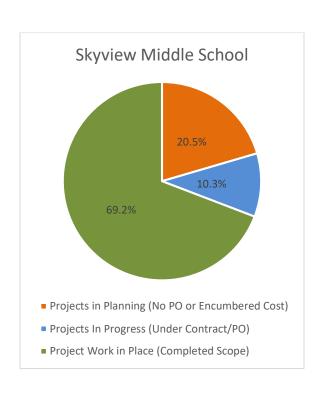
Vista Ridge High School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.1.A	VRH-01-Security - Cameras, Storage & Lights	\$58,500.00	\$58,500.00	\$11,732.00	\$46,768.00	\$0.00
B.1.B	VRH-03-Auditorium Seating Upgrade	\$300,000.00	\$285,232.00	\$285,232.00	\$0.00	\$0.00
B.1.C	VRH-04-Auditorium Lighting Upgrade	\$175,000.00	\$189,768.00	\$189,768.00	\$0.00	\$0.00
B.1.D	VRH-05-HVAC Improvements Gym	\$200,000.00	\$209,350.00	\$209,350.00	\$0.00	\$0.00
B.1.E	VRH-02-ADA Access & Concessions Area	\$40,000.00	\$40,000.00	\$29,064.74	\$0.00	\$10,935.26
B.1.F	VRH-06-Landscape - Retaining Wall & Logo	\$175,000.00	\$175,000.00	\$160,997.50	\$0.00	\$14,002.50
B.1.G	VRH-07-Site Circulation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B.1.H	VRH-08-Custodial Equipment	\$60,000.00	\$60,000.00	\$19,131.40	\$0.00	\$40,868.60
B.1.I	VRH-Contingency - Unallocated Funds	\$159,000.00	\$149,650.00	\$0.00	\$0.00	\$149,650.00
	Total	\$1,167,500.00	\$1,167,500.00	\$905,275.64	\$46,768.00	\$215,456.36



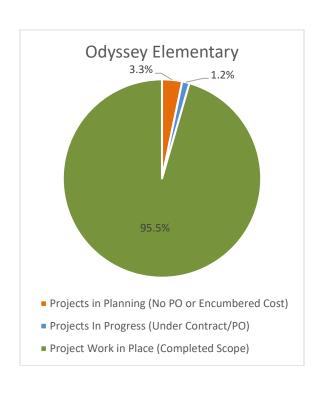
Skyview Middle School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	Projected (Over)/Under
B.2.A	SMS-01-Flooring Refresh	\$525,000.00	\$531,737.64	\$531,737.64	\$0.00	\$0.00
B.2.B	SMS-02-Paint Refresh	\$180,000.00	\$180,000.00	\$166,920.00	\$0.00	\$13,080.00
B.2.C	SMS-03-Security Entry	\$150,000.00	\$150,000.00	\$112,491.81	\$0.00	\$37,508.19
B.2.D	SMS-04-LED Fixture Upgrade	\$165,000.00	\$178,367.00	\$178,366.63	\$0.00	\$0.37
B.2.E	SMS-05-HVAC System - Gym AC	\$180,000.00	\$180,000.00	\$127,213.61	\$0.00	\$52,786.39
B.2.F	SMS-06-Building Automation	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00
B.2.G	SMS-07-Roof Replacement	\$200,000.00	\$200,000.00	\$91,028.71	\$50,000.00	\$58,971.29
B.2.H	SMS-08-Bleachers - Softball & Football	\$36,500.00	\$36,500.00	\$24,627.71	\$0.00	\$11,872.29
B.2.I	SMS-09-Logo - Gym Floor	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B.2.J	SMS-Contingency – Unallocated Funds	\$93,000.00	\$72,895.36	\$0.00	\$0.00	\$72,895.36
	Total	\$1,549,500.00	\$1,549,500.00	\$1,232,386.11	\$70,000.00	\$247,113.89



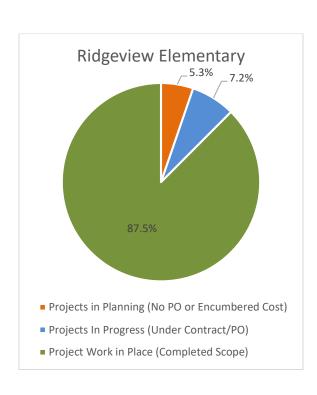
Odyssey Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.3.A	OES-01-Sprung Building	\$265,000.00	\$265,323.01	\$265,323.01	\$0.00	\$0.00
B.3.B	OES-02-Safe Entry	\$65,000.00	\$72,867.88	\$72,867.88	\$0.00	\$0.00
B.3.C	OES-03-Replace Student Furniture	\$34,800.00	\$34,800.00	\$33,243.00	\$0.00	\$1,557.00
B.3.D	OES-Contingency - Unallocated Funds	\$19,200.00	\$11,009.11	\$0.00	\$0.00	\$11,009.11
	Total	\$384,000.00	\$384,000.00	\$371,433.89	\$0.00	\$12,566.11



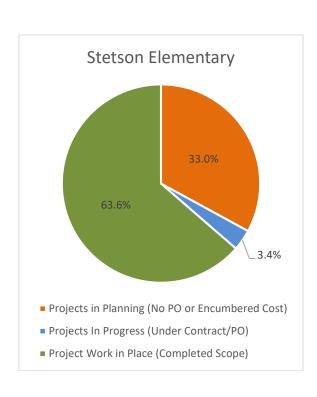
Ridgeview Elementary School P2 Financial

		A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	Projected (Over)/Under
B.4.A	RVE-01-Secure Front Entry	\$74,463.00	\$74,463.00	\$74,462.40	\$0.60	\$0.00
B.4.B	RVE-02-Fencing	\$5,840.00	\$5,840.00	\$5,840.00	\$0.00	\$0.00
B.4.C	RVE-03-Safety & Security Package	\$35,000.00	\$35,000.00	\$13,313.19	\$21,686.81	\$0.00
B.4.D	RVE-04-Interior Paint Refresh	\$120,000.00	\$119,635.00	\$100,632.97	\$14,041.53	\$4,960.50
B.4.E	RVE-05-Flooring	\$239,344.00	\$250,550.00	\$250,550.00	\$0.00	\$0.00
B.4.F	RVE-06-Landscaping/Play Area Upgrade	\$153,000.00	\$153,000.00	\$152,915.13	\$0.00	\$84.87
B.4.G	RVE-07-Custodial Equipment	\$10,000.00	\$7,756.00	\$7,755.58	\$0.00	\$0.42
B.4.H	RVE-08-LED Fixture Upgrade	\$10,000.00	\$9,256.00	\$9,255.55	\$0.00	\$0.45
B.4.I	RVE-09-Office Furniture	\$25,000.00	\$25,000.00	\$29,960.47	\$0.00	(\$4,960.47)
B.4.J	RVE-Contingency - Unallocated Funds	\$7,853.00	\$0.00	\$0.00	\$0.00	\$0.00
		\$680,500.00	\$680,500.00	\$644,685.29	\$35,728.94	\$85.77



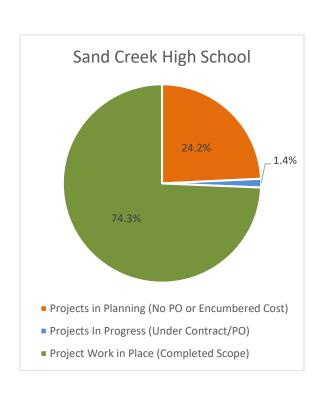
Stetson Elementary School P2 Financial & Schedule

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.5.A	SES-01-Secure Front Entry	\$82,000.00	\$85,036.00	\$85,035.41	\$0.00	\$0.59
B.5.B	SES-02-Restroom Refresh	\$117,000.00	\$140,145.00	\$140,218.44	\$0.00	(\$73.44)
B.5.C	SES-03-Playground Refresh	\$123,000.00	\$132,946.00	\$132,945.71	\$0.00	\$0.29
B.5.D	SES-04-Flooring	\$200,892.00	\$232,411.00	\$251,060.31	\$0.00	(\$18,649.31)
B.5.E	SES-05-Fixed Furnishings	\$50,000.00	\$50,060.00	\$15,553.83	\$33,743.17	\$763.00
B.5.F	SES-06-Paint Refresh	\$40,000.00	\$40,000.00	\$9,100.00	\$30,900.00	\$0.00
B.5.G	SES-07-Blinds for Classroom	\$35,000.00	\$35,000.00	\$17,548.00	\$17,452.00	\$0.00
B.5.H	SES-08-Removable Wall in Gym/Music	\$40,000.00	\$40,000.00	\$0.00	\$0.00	\$40,000.00
B.5.I	SES-09-Gym Sound System	\$27,500.00	\$27,500.00	\$0.00	\$27,500.00	\$0.00
B.5.J	SES-10-Staff Lounge Refresh	\$15,000.00	\$15,000.00	\$944.00	\$14,056.00	\$0.00
B.5.K	SES-11-Parking Repair	\$175,000.00	\$153,294.00	\$0.00	\$0.00	\$153,294.00
B.5.L	SES-12-Library Furniture	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
B.5. M	SES-13-LED Fixture Upgrade	\$35,108.00	\$35,108.00	\$19,098.67	\$16,009.00	\$0.33
B.5.N	SES-Contingency - Unallocated Funds	\$46,000.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$1,001,500.00	\$1,001,500.00	\$671,504.37	\$154,660.17	\$175,335.46



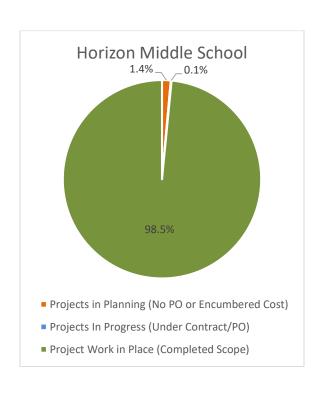
Sand Creek High School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.1.A	SCH-01-Secure Front Entry	\$22,000.00	\$22,000.00	\$21,230.94	\$0.00	\$769.06
C.1.B	SCH-02-Athletic Package (Field & Track)	\$890,000.00	\$1,500,572.00	\$1,500,571.89	\$0.00	\$0.11
C.1.C	SCH-03-Flooring Refresh	\$430,000.00	\$430,000.00	\$390,807.06	\$0.00	\$39,192.94
C.1.D	SCH-04-LED Fixture Upgrade	\$106,000.00	\$106,000.00	\$105,787.32	\$0.00	\$212.68
C.1.E	SCH-05-Paint Refresh	\$276,000.00	\$276,000.00	\$275,113.00	\$0.00	\$887.00
C.1.F	SCH-06-Safety & Security Package	\$212,000.00	\$212,000.00	\$162,393.50	\$49,000.00	\$606.50
C.1.G	SCH-08-Fire Safety - Electrical Upgrades	\$28,500.00	\$28,500.00	\$24,928.00	\$0.00	\$3,572.00
C.1.H	SCH-07-Auditorium Refresh	\$185,000.00	\$185,000.00	\$27,668.00	\$157,332.00	\$0.00
C.1.I	SCH-13-Replace Gym Bleachers	\$150,000.00	\$150,000.00	\$0.00	\$150,000.00	\$0.00
C.1.J	SCH-09-Phase 1 Drainage	\$50,000.00	\$50,000.00	\$0.00	\$31,000.00	\$19,000.00
C.1.K	SCH-10-Fire Drop Doors	\$30,000.00	\$30,000.00	\$0.00	\$30,000.00	\$0.00
C.1.L	SCH-11-Hot Water Coil	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00
C.1.M	SCH-12-Parking Lot	\$225,000.00	\$225,000.00	\$0.00	\$225,000.00	\$0.00
C.1.N	SCH-14-Scoreboards	\$22,000.00	\$22,000.00	\$0.00	\$22,000.00	\$0.00
C.1.0	SCH-Contingency - Unallocated Funds	\$60,000.00	\$49,428.00	\$0.00	\$0.00	\$49,428.00
	Total	\$2,711,500.00	\$3,311,500.00	\$2,508,499.71	\$689,332.00	\$113,668.29



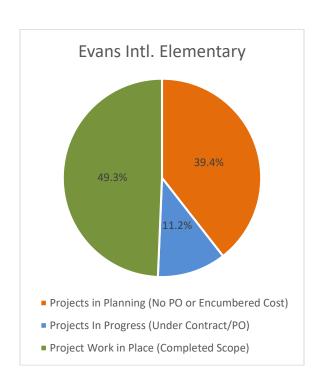
Horizon Middle School Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	Projected (Over)/Under
C.2.A	HMS-01-Entry/Safe Entry/Reconfigure Admin	\$1,085,758.00	\$1,085,758.00	\$1,078,093.78	\$0.00	\$7,664.22
C.2.B	HMS-02-ADA Ramp Access to Field/Track	\$21,215.00	\$21,216.00	\$21,215.09	\$0.00	\$0.91
C.2.C	HMS-03-Exterior Door Replacement (6 doors)	\$31,794.00	\$31,794.00	\$31,794.00	\$0.00	\$0.00
C.2.D	HMS-04-LED Fixture Upgrade	\$156,985.00	\$157,896.00	\$157,896.00	\$0.00	\$0.00
C.2.E	HMS-05-Paint Interior Trim	\$10,529.00	\$10,529.00	\$10,369.00	\$0.00	\$160.00
C.2.F	HMS-06-Library Refresh	\$79,230.00	\$79,230.00	\$79,004.94	\$0.00	\$225.06
C.2.G	HMS-07-Flooring Classrooms	\$129,850.00	\$129,850.00	\$122,255.00	\$0.00	\$7,595.00
C.2.H	HMS-08-Refresh/Replace Tech in Gym	\$23,139.00	\$22,227.00	\$16,166.59	\$0.00	\$6,060.41
C.2.I	HMS-Contingency - Unallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$1,538,500.00	\$1,538,500.00	\$1,516,794.40	\$0.00	\$21,705.60



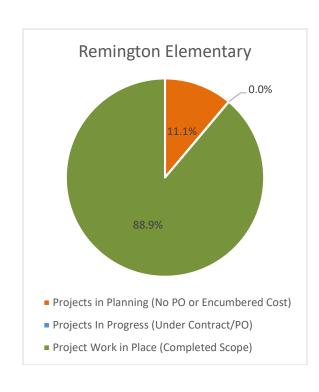
Evans International Elementary School Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	Projected (Over)/Under
C.3.A	EES-01-Secure Front Entry	\$200,000.00	\$206,884.00	\$206,883.38	\$0.00	\$0.62
C.3.B	EES-02-Safety & Security Package	\$91,200.00	\$91,200.00	\$79,905.26	\$11,294.74	\$0.00
C.3.C	EES-03-HVAC System Improvements	\$75,000.00	\$75,000.00	\$61,326.68	\$0.00	\$13,673.32
C.3.D	EES-04-Fire System Upgrade	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00
C.3.E	EES-05-Bldg Automation Upgrade	\$25,000.00	\$25,000.00	\$3,079.00	\$21,921.00	\$0.00
C.3.F	EES-06-Exterior Landscaping & Play Area Upgrade	\$100,000.00	\$100,000.00	\$96,019.18	\$0.00	\$3,980.82
C.3.G	EES-07-Flooring Refresh	\$215,000.00	\$263,093.67	\$263,093.67	\$0.00	\$0.00
C.3.H	EES-08-Restroom Refresh	\$62,500.00	\$62,500.00	\$34,763.80	\$27,736.20	\$0.00
C.3.I	EES-09-LED Fixture Upgrade	\$104,000.00	\$104,000.00	\$0.00	\$104,000.00	\$0.00
C.3.J	EES-10-Fixed Furnishings Update	\$115,000.00	\$115,000.00	\$0.00	\$115,000.00	\$0.00
C.3.K	EES-11-Weatherproof Southwest Ext False Wall	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
C.3.L	EES-12-Paint Refresh	\$105,000.00	\$105,000.00	\$0.00	\$104,696.20	\$303.80
C.3.M	EES-Contingency - Unallocated Funds	\$97,800.00	\$42,822.33	\$0.00	\$0.00	\$42,822.33
	Total	\$1,230,500.00	\$1,230,500.00	\$745,070.97	\$399,648.14	\$85,780.89



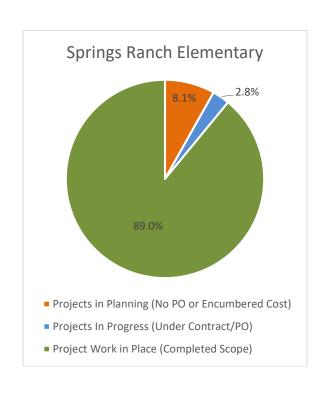
Remington Elementary School Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	Projected (Over)/Under
C.4.A	RME-01-Play Area Upgrade	\$319,833.00	\$319,833.00	\$277,148.65	\$0.00	\$42,684.35
C.4.B	RME-02-Paint Refresh - Wallpaper Removal	\$66,050.00	\$66,050.00	\$38,050.00	\$28,000.00	\$0.00
C.4.C	RME-03-Flooring Refresh	\$177,210.00	\$177,210.00	\$177,208.00	\$0.00	\$2.00
C.4.D	RME-04-Replace Basketball Court	\$47,052.00	\$47,052.00	\$47,052.00	\$0.00	\$0.00
C.4.E	RME-05-Safety & Security Package	\$91,200.00	\$91,200.00	\$74,301.28	\$10,655.00	\$6,243.72
C.4.F	RME-06-Secure Front Entry	\$76,883.00	\$76,883.00	\$76,883.00	\$0.00	\$0.00
C.4.G	RME-07-Cafeteria Tables	\$13,272.00	\$13,272.00	\$12,930.53	\$0.00	\$341.47
C.4.H	RME- Contingency - Unallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$791,500.00	\$791,500.00	\$703,573.46	\$38,655.00	\$49,271.54



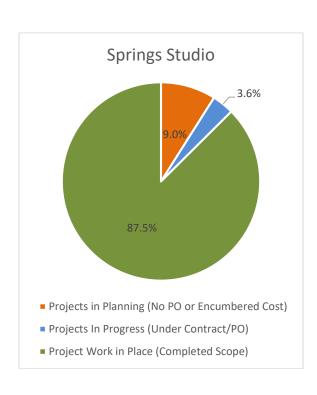
Springs Ranch Elementary School Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	Projected (Over)/Under
C.5.A	SRE-01-Safe Entry	\$70,878.00	\$71,437.00	\$71,437.00	\$0.00	\$0.00
C.5.B	SRE-02-Safety & Security Package	\$5,502.00	\$5,502.00	\$4,901.70	\$0.00	\$600.30
C.5.C	SRE-03-Flooring	\$240,492.00	\$240,984.00	\$238,130.00	\$0.00	\$2,854.00
C.5.D	SRE-04-Exterior Landscaping	\$74,705.00	\$74,706.00	\$74,705.98	\$0.00	\$0.02
C.5.E	SRE-05-School Yard Garden	\$35,000.00	\$35,000.00	\$22,056.29	\$0.00	\$12,943.71
C.5.F	SRE-06-Replace Turf Play Area	\$200,000.00	\$206,488.00	\$206,487.12	\$0.00	\$0.88
C.5.G	SRE-07-Restroom Refresh (8 restrooms)	\$7,500.00	\$7,500.00	\$1,843.50	\$5,656.50	\$0.00
C.5.H	SRE-08-Intercom System	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
C.5.I	SRE-Contingency - Unallocated Funds	\$40,423.00	\$32,883.00	\$0.00	\$4,045.09	\$28,837.91
	Total	\$674,500.00	\$674,500.00	\$619,561.59	\$9,701.59	\$45,236.82



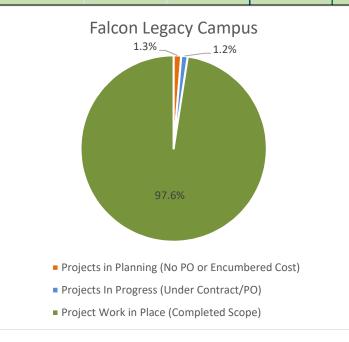
Springs Studio for Academic Excellence Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	Projected (Over)/Under
D.1.A	SSAE-01-Loftwall System	\$21,000.00	\$16,359.00	\$19,049.00	\$0.00	(\$2,690.00)
D.1.B	SSAE-02-3 Form Wall System/Counselor	\$3,000.00	\$3,000.00	\$5,844.69	\$0.00	(\$2,844.69)
D.1.C	SSAE-03-Pour in Place Playground	\$41,000.00	\$43,823.00	\$43,822.74	\$0.00	\$0.26
D.1.D	SSAE-04- K-1 Kitchen Carpet Install	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00
D.1.E	SSAE-05-Two Water Bottle Fillers	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$6,000.00
D.1.F	SSAE-06-Sound Dampening Tiles	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00
D.1.G	SSAE-Contingency-Unallocated Funds	\$500.00	\$2,318.00	\$0.00	\$0.00	\$2,318.00
	Total	\$75,500.00	\$75,500.00	\$68,716.43	\$4,000.00	\$2,783.57



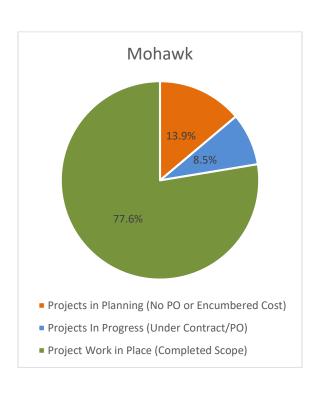
Falcon Legacy Campus Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.2.A	FLC-01-Technology Refresh (Switches, Cables, Panels, etc.)	\$129,310.00	\$129,310.00	\$129,310.00	\$0.00	\$0.00
D.2.B	FLC-02-Safety & Security (Roof Leaks, Walkways, Bathroom Repairs, etc.)	\$122,500.00	\$122,500.00	\$122,500.00	\$0.00	\$0.00
D.2.C	FLC-02-Reconfigure Old Bathroom, Concrete Work, Etc	\$101,821.00	\$101,821.00	\$101,821.00	\$0.00	\$0.00
D.2.D	FLC-03-Bathroom Expansion Walls, Drywall	\$4,050.00	\$4,050.00	\$4,050.00	\$0.00	\$0.00
D.2.E	FLC-04-Plumbing Fixtures	\$2,850.00	\$2,850.00	\$2,850.00	\$0.00	\$0.00
D.2.F	FLC-05-Toilet Compartments	\$4,600.00	\$4,600.00	\$4,600.00	\$0.00	\$0.00
D.2.G	FLC-06-Conference Room Carpet	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
D.2.H	FLC-07-New Ceiling Grid	\$2,400.00	\$2,400.00	\$2,400.00	\$0.00	\$0.00
D.2.I	FLC-08-Wall Tile Install Boys, Girls, and Staff	\$7,500.00	\$7,500.00	\$7,500.00	\$0.00	\$0.00
D.2.J	FLC-09-Final Electrical	\$4,500.00	\$4,500.00	\$4,500.00	\$0.00	\$0.00
D.2.K	FLC-10-Plumbing Underground - Water Runs	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
D.2.L	FLC-11-Concrete Repair	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
D.2.M	FLC-12-Add Additional Parking Lot Pole	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00
D.2.N	FLC-13-Parking Lot Lights	\$65,000.00	\$65,000.00	\$65,000.00	\$0.00	\$0.00
D.2.0	FLC-14-Parking Lot Final Upgrades	\$20,000.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00
D.2.P	FLC-15-Exterior Painting	\$16,000.00	\$16,000.00	\$15,350.00	\$0.00	\$650.00
D.2.Q	FLC-16-Safe Entry (Hwy 24 PHS side)	\$37,000.00	\$47,899.00	\$47,898.50	\$0.00	\$0.50
D.2.R	FLC-17-Culinary Arts Room Expansion	\$146,000.00	\$319,406.00	\$333,450.26	\$0.00	(\$14,044.26)
D.2.S	FLC-18-Carpet Entire Building	\$166,157.00	\$341,396.00	\$341,395.60	\$0.00	\$0.40
D.2.T	FLC-19-Signage	\$1,268.00	\$1,268.00	\$1,267.90	\$0.00	\$0.10
D.2.U	FLC-20-Equipment for Culinary	\$40,000.00	\$40,000.00	\$10,641.15	\$0.00	\$29,358.85
D.2.V	FLC-Contingency - Unallocated Funds	\$109,544.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$990,000.00	\$1,240,000.00	\$1,224,034.41	\$0.00	\$15,965.59



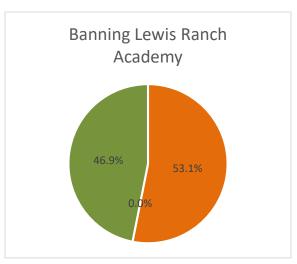
Mohawk (Home School Program) Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	Projected (Over)/Under
D.3.A	MOH-01-Exterior Doors/Door Alarm	\$3,857.00	\$3,857.00	\$3,286.25	\$0.00	\$570.75
D.3.B	MOH-02-Fencing	\$7,112.00	\$7,112.00	\$7,112.00	\$0.00	\$0.00
D.3.C	MOH-03-Removed Project	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
D.3.D	MOH-04-Removed Project	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
D.3.E	MOH-05-Surveillance Cameras	\$367.00	\$367.50	\$367.50	\$0.00	\$0.00
D.3.F	MOH-06-Shoretel Phones	\$813.00	\$813.00	\$812.80	\$0.00	\$0.20
D.3.G	MOH-07-Building Security	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
D.3.H	MOH-08-Carpet	\$30,810.00	\$30,810.00	\$30,810.00	\$0.00	\$0.00
D.3.I	MOH-09-Removed Project	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
D.3.J	MOH-10-Playground Install	\$25,000.00	\$25,000.00	\$24,696.33	\$0.00	\$303.67
D.3.K	MOH-11-Paint	\$9,148.00	\$9,147.50	\$9,147.49	\$0.00	\$0.01
D.3.L	MOH-Contingency-Unallocated Funds	\$6,393.00	\$6,393.00	\$0.00	\$0.00	\$6,393.00
	Total	\$88,500.00	\$88,500.00	\$76,232.37	\$5,000.00	\$7,267.63



Banning Lewis Ranch Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	l Projected (Over)/Under
E.1.A	BLA-01-Additional Classroom Furniture	\$37,012.00	\$37,012.99	\$37,012.99	\$0.00	\$0.00
E.1.B	BLA-02-Hallway & Classroom Painting	\$2,993.00	\$2,993.00	\$2,992.86	\$0.00	\$0.14
E.1.C	BLA-03-Landscape Playground & Equip	\$15,954.00	\$15,954.00	\$15,953.57	\$0.00	\$0.43
E.1.D	BLA-04- Improve Safety of Front Vest	\$40,000.00	\$40,000.00	\$37,395.00	\$0.00	\$2,605.00
E.1.E	BLA-05-Parking Lot Sign Out Front	\$144.00	\$144.00	\$143.62	\$0.00	\$0.38
E.1.F	BLA-06-Replace Four Security Cameras	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
E.1.G	BLA-07-Replace Three No Parking Sign	\$1,500.00	\$1,500.00	\$0.00	\$1,500.00	\$0.00
E.1.H	BLA-08 - Repurpose Locker Room as Flex Teaching Space	\$36,483.00	\$36,483.00	\$36,482.93	\$0.00	\$0.07
E.1.I	BLA-09-Two Television Monitors	\$700.00	\$700.00	\$699.98	\$0.00	\$0.02
E.1.J	BLA-10-Two Water Bottle Fillers	\$1,184.00	\$1,184.00	\$1,183.20	\$0.00	\$0.80
E.1.K	BLA-11-Upgrade Chairs & Desks	\$39,457.00	\$39,457.00	\$39,456.49	\$0.00	\$0.51
E.1.L	BLA-12-Re-Carpet 2 Modular Classroom	\$4,830.00	\$4,830.00	\$4,830.00	\$0.00	\$0.00
E.1.M	BLA-13-Divider Screen & Elect in Gym	\$13,940.00	\$13,940.00	\$13,940.00	\$0.00	\$0.00
E.1.N	BLA-14-Gates for Hallway Security	\$710.00	\$710.14	\$710.14	\$0.00	\$0.00
E.1.0	BLA-15-Refresh Landscaping	\$21,225.00	\$21,225.00	\$10,225.00	\$11,000.00	\$0.00
E.1.P	BLA-16-Test and Tune-up HVAC Control	\$14,594.00	\$14,594.00	\$7,094.00	\$7,500.00	\$0.00
E.1.Q	BLA-17-Re-Caulk front Patio and Curb	\$56,000.00	\$101,000.00	\$0.00	\$101,000.00	\$0.00
E.1.R	BLA-18-Repair/Paint Exterior of Building	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00
E.1.S	BLA-19-Re-Lamping	\$63,000.00	\$63,000.00	\$0.00	\$63,000.00	\$0.00
E.1.T	BLA-20-5th Grade Room Add Light Switches Speakers & Cameras	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.1.U	BLA-21-Repair Seams & Seals on Flat Rubber Roof Sections	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
E.1.V	BLA-22-Automatic Closures & Locks to Staff Bathrooms	\$2,400.00	\$2,400.00	\$0.00	\$2,400.00	\$0.00
E.1.W	BLA-Contingency - Unallocated Funds	\$1,874.00	\$1,872.87	\$0.00	\$0.00	\$1,872.87
	Total	\$399,000.00	\$444,000.00	\$208,119.78	\$231,400.00	\$4,480.22



Imagine Classical Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	Projected (Over)/Under
E.2.A	ICA-01-Parking 1	\$51,000.00	\$51,000.00	\$51,000.00	\$0.00	\$0.00
E.2.B	ICA-02-Basketball	\$18,000.00	\$18,000.00	\$18,000.00	\$0.00	\$0.00
E.2.C	ICA-03-Pour in Place	\$18,750.00	\$18,750.00	\$18,750.00	\$0.00	\$0.00
E.2.D	ICA-04-Play Equipment	\$75,000.00	\$88,500.00	\$88,500.00	\$0.00	\$0.00
E.2.E	ICA-05-Turf Play Area	\$82,250.00	\$82,250.00	\$82,250.00	\$0.00	\$0.00
E.2.F	ICA-06-Fencing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
E.2.G	ICA-Contingency - Unallocated Funds	\$13,500.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$258,500.00	\$258,500.00	\$258,500.00	\$0.00	\$0.00



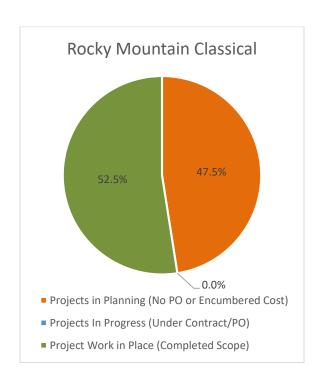
Pikes Peak School of Expeditionary Learning Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.3.A	PPS-01-Turf Play Area	\$64,000.00	\$64,000.00	\$63,650.31	\$0.00	\$349.69
E.3.B	PPS-02-Pour-in-Place	\$85,000.00	\$87,450.00	\$87,449.11	\$0.00	\$0.89
E.3.C	PPS-03-Pave and Repair Fire Lane	\$55,000.00	\$55,000.00	\$37,100.00	\$0.00	\$17,900.00
E.3.D	PPS-Contingency - Unallocated Funds	\$5,000.00	\$2,550.00	\$0.00	\$0.00	\$2,550.00
	Total	\$209,000.00	\$209,000.00	\$188,199.42	\$0.00	\$20,800.58



Rocky Mountain Classical Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.4.A	RMCA-01-Reconfigure Office Area into Classrooms	\$76,500.00	\$76,500.00	\$65,854.66	\$10,645.34	\$0.00
E.4.B	RMCA-02-Install Bathrooms	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.4.C	RMCA-03-Paint Rooms	\$3,500.00	\$3,500.00	\$0.00	\$3,500.00	\$0.00
E.4.D	RMCA-04-Safety & Security Package	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.4.E	RMCA-05-Replace Metal Door in PE Area	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00
E.4.F	RMCA-Contingency - Unallocated Funds	\$5,500.00	\$5,500.00	\$0.00	\$0.00	\$5,500.00
	Total	\$125,500.00	\$125,500.00	\$65,854.66	\$54,145.34	\$5,500.00





BOARD OF EDUCATION ITEM 9.02 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Dr. Nancy Lemmond, Executive Director of Individualized

Education

<u>TITLE OF AGENDA ITEM:</u> Teacher of the Deaf/Hard of Hearing & Occupational Therapist

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

Teacher of the Deaf/Hard of Hearing and Occupational Therapist are required service providers under IDEA and ECEA. Both positions currently exist within the district. In place of using a generic special education teacher, these job descriptions more accurately describe the requirements of the position.

RELEVANT DATA AND EXPECTED OUTCOMES:

It is best practice to have an accurate and detailed job description when selecting candidates. This job description provides the needed information for applicants to be fully informed of the scope and requirements of the positions of Teacher of the Deaf/Hard of Hearing and Occupational Therapist.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	It is best practice to provide an accurate job description so current position holders and prospective applicants are fully informed of the duties and responsibilities of the position for which they are responsible or applying. It is best practice to remain compliant with state and federal law.
Strategy	Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success	Accurate job descriptions indicate to our stakeholders that we are committed to finding not only the best qualified candidate but also a candidate who fully understands the responsibilities of the positions.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move forward to the January 23, 2019 special session of the BOE meeting for approval.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** January 7, 2019



TEACHER OF THE DEAF/HARD OF HEARING

Job Title:	Teacher of the Deaf/Hard of Hearing January 23, 2019 Teacher Calendar 182 Days Education Individualized Education/Special Education Director of Special Education	Related Organization Chart
Initial:	January <u>23,</u> 2019	Related Organization Chart
Revised:		Director of Special Education
Work Year:	Teacher Calendar 182 Days	
Office:	Education	
Department:	Individualized Education/Special Education	Teacher of the Deaf/Hard of Hearing
Reports To:	Director of Special Education	or risaling
FLSA Status:	Exempt	
Pay Range:	Licensed Salary Pay Schedule	

POSITION SUMMARY: The Teacher for the Deaf/Hard of Hearing (TOD) will provide direct and/or consultative special education services specific to students with hearing loss. The TOD provides support to students, teachers, and parents and acts as a liaison with community services. They work with the educational teams by advising ways of enhancing the student's learning by adapting activities and materials to the student's abilities.

The TOD may help choose appropriate educational materials, and may brainstorm with teachers and therapists about effective adaptations. By working together, classroom teachers, therapists, and the TOD can create a classroom environment that encourages independence, academic success, and prepares the student for post-secondary options. All services are delivered in accordance with the Individuals with Disabilities Education Act (IDEA) and the Colorado Exceptional Children's Educational Act (ECEA).

ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Provides direct services assistance in the following areas that were obtained from needs assessment profile: academic needs, life coping skills, social-emotional needs, and career education.
- Consults with the audiologist in determining hearing loss and/or impairment.
- Facilitates home school communications.
- Provides awareness of hearing loss, activities for hearing impaired students, parent advocacy activities and meetings, and others as needed.
- Reviews school-level programming and makes recommendations for programming, equipment, instruction, etc.

- Provides instruction to students with a hearing disability.
- Participates in child find and hearing screenings as needed.
- Consults with parents and educators concerning hearing-impaired students in Special Education.
- Provides materials and adapts materials for the hearing-impaired students.
- Provides appropriate compensatory skills to students with hearing impairments.
- Provides teachers with information and materials regarding the general management of instruction specifying the hearing needs of students.
- Provides in-service education for teachers and administrators when requested and acts as a liaison between school and agencies for parents and students.
- Provides data that demonstrates progress towards goals for each student receiving hearing services.
- Provides required documentation for Medicaid reimbursement in a timely manner, if required.
- Performs other duties as <u>assigned or requested</u> by the Director of Special Education.
- Travels to assigned job sites(s) requires use of personal vehicle
- Other duties as assigned.

Supervision & Technical Responsibilities:

• This position does not supervise other employees.

Budget Responsibility:

This position does not have any direct budget responsibility.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

- Masters Degree or higher in Education of the Deaf/Hard of Hearing.
- Training or experience with preschool students preferred.
- One to three years of experience in a school setting preferred

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Basic math skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire

 Hold or be eligible to hold a Special Education Teacher, Specialist with an endorsement in Deaf/Hard of Hearing License

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.



OCCUPATIONAL THERAPIST

Job Title:	Occupational Therapist	R	Related Orga	nization Chai	•ተ
Initial:	October 2018 January 23, 2019	•	Terureu Orga		. •
Revised:				of Special cation	
Work Year:	18 <u>2</u> 4				
Office:	Education				_
Department:	Individualized Education	C	occupation	al Therapis	st
Reports To:	Director of Special Education or Designee		·		
FLSA Status:	Exempt				
Pay Range:	Teacher*Licensed Pay Schedule				

POSITION SUMMARY: The Occupational Therapist provides specialized services and programming for students with disabilities who are eligible under the Individuals with Disabilities Act and the Colorado Exceptional Children's Education Act. The Occupational Therapist provides individualized or group instruction to develop educationally related fine motor, visual motor, visual perceptual, sensorimotor, and/or self-help skills as determined by the student's Individual Education Program.

ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Completes student assessments to determine fine motor, visual motor, visual perceptual, sensorimotor, and/or self-help skills impact on access to school environment and education.
- Prepares for student Individualized Education Program (IEP) meetings through collaboration with staff, interpretation of assessments, and appropriate documentation.
- Actively participates in IEP meetings.
- Attends parent conferences and other meetings as needed.
- Provides direct support to students to address educational needs identified by multidisciplinary team.
- Provides on-going consultation with school staff and parents in support of access to special education programming.
- Prepares reports and other documentation to assure accountability, including Medicaid billing.
- Follows all state and federal regulations related to Special Service Providers.
- Promotes independent functioning within the educational setting as it relates to self-help, feeding/eating,

dressing, and toileting.

- Provides specialized in-service training for all school staff upon request or as needed to meet the requirements of the student's Individualized Education ProgramEP.
- Interfaces with outside community agencies and professionals as needed.
- Modifies classroom environments and resources as needed.
- Coordinates and creates a flexible schedule required for multiple service delivery locations and student/staff/school schedules.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:

• This position does not supervise other employees has no supervisory responsibilities.

Budget Responsibility:

• This position does not have any direct has no budget responsibilities.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

Bachelor or Master's degree in Occupational Therapy

Experience:

3-5 years of experience in an educational setting strongly preferred

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to maintain excellent attendance
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, Power Point, and Google Apps.

Certificates, Licenses, & Registrations:

- Holds a Colorado Department of Education Specialized Service Provider license for Occupational Therapist
- Holds Colorado DORA license for Occupational Therapist
- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.



DATE: January 3, 2019

BOARD OF EDUCATION ITEM 9.03 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2018

PREPARED BY: Brett Ridgway, Chief Business Officer

<u>TITLE OF AGENDA ITEM:</u> Annual Review of District Legal Representation

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE: In the early part of the 2000's, the District Administration and Board of Education behaviors often resulted in significant legal costs to mediate and remediate issues stemming from those activities. As things calmed down, the Board of Education desired to know that the improved climate was improving the legal cost profile and that the legal resources being utilized by the district were effective and efficient. To that end, the district administration entered into a retainer agreement with the Miller Farmer Law LLC, as primary legal counsel to both contain costs and provide assurance of consistent legal advice and representation.

RELEVANT DATA AND EXPECTED OUTCOMES: The district's strategy for legal representation separates priorities of truancy, human resources, charter school, and general legal advice to specific firms. The retainer agreement is designed to handle general legal, charter school and basic and/or preliminary human resource issues. More complicated human resource issues are handled by a separate firm, and the very delicate human resource issues are handled by different firm on a case-by-case basis.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	Treating our work with intention and purpose as it pertains to legal issues and representation that handles such issues.
Strategy	Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success	Supporting transparency to maintain trust with our constituency about the level of spend in legal representation which also builds a firm foundation for the organization to pursue and fulfill its vision and mission.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Administration recommends maintaining the current strategy with the current list of service providers.

APPROVED BY: Brett Ridgway, Chief Business Officer.

El Paso County Colorado School District 49

Legal Representation Expense Review - 2018 calendar year



2018 Calendar Year Expense

from published check registers: 158,373.03

Detailed by Vendor

2017 ANDERSON DUDE & LEBEL, P.C 9,224.40 truancy 7.946.56

BUTLER SNOW LLP 3,888.00 election svcs +2.6%

CAPLAN & EARNEST LLC-ATTYS AT LAW 20,407.00 HR 8,079.00

108,000.00 general + charter MILLER FARMER LAW, LLC retained

special cases 16,146.00 Grievances & Investigations 23,489.00

LITTLER MEDELSON, P.C. 707.63 HR 668.63 158,373.03 148,183.19 +6.9%

_	sFTE	23,664.10
Ī	Legal \$ / sFTE	6.69
	PPR	7,745.99

Legal \$ - % PPR 0.09%

<i>D11 Comparision for 2016/17:</i>

D11 16/17 total legal spend: 600,114.84 D11 16/17 sFTE: 25,672.00 *D11 16/17 Legal \$ / sFTE:* 23.38

D11 16/17 PPR: 7,341.44 D11 16/17 Legal \$ - % PPR: 0.32%

D11 16/17 multiple of D49's 2018: 3.69

Retained services by User:	2017	
Education Office	33,965.60	45,861.50
Charter Schools	22,366.50	21,415.25
Business Office	21,450.50	17,590.00
Operations Office	6,714.00	1,930.00
Board of Education	20,911.00	18,450.00
HR general	13,338.00	2,994.00
Gross Cost of Retained Services	118,745.60	108,240.75

Total Retainer Discount	(10,745.60)	(240.75) -0.2%
Net Payment for Retained Services	108,000.00	108,000.00



BOARD OF EDUCATION ITEM 9.04 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

Brett Ridgway, Chief Business Officer

PREPARED BY:

Ron Sprinz, Director of Finance

TITLE OF AGENDA ITEM: Amended Budget Update

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

Under current statute, Colorado school districts' program formula funding is largely based on the 'October Count' of full time equivalent students (sFTE). Like many districts, we try and monitor how enrollment is trending as compared to the adopted budget.

RELEVANT DATA AND EXPECTED OUTCOMES:

sFTE is the largest variable in determining program formula funding and since program formula funding accounts for 94% of our total general fund revenue budget, and since we are continuing to move toward a full student-based funding model, it is very appropriate to monitor sFTE early in the school year to determine what issues may come from fluctuations to the adopted budget in terms of sFTE by school. The actual October Count result will be the driving factor in compiling the amended budget, to be approved by the Board of Education prior to January 31, 2017. Estimates of how the October Count will unfold, and how that will affect each school and zone in turn, in terms of financial impacts, will be used in strategic decisioning throughout the course of the fall semester.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
V	Rock #1—Establish enduring <u>trust</u> throughout our community Rock #2—Research, design and implement programs for intentional <u>community</u> participation	Presenting such information in an open and transparent manner validates the importance placed on community trust.
Strateg	Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	Informed decision making and organizational agility are key strategies we continue to pursue.
	Rock #5 — Customize our educational systems to launch each student toward success	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 19, 2018

18/19 Amended Budget - Revenue Model



Revenue Model										
El Paso County Colo - School District 49						18/19 Adopted	1	8/19 Amended		
			Acct	<u>Description</u>		<u>Budget</u>	Adj Budget	<u>Budget</u>		
Proposed 18/19 Student Count (Total District Funded):	23,664.10		10-000-00-0000-1110000-0000-00000000	LOCAL PROPERTY TAX REVENUE	\$	21,261,363.33 \$	334,783.85 \$	21,596,147.18		
Per Pupil Funding (After Neg Factor):	\$ 7,745.99		10-000-00-0000-1120000-0000-00000000	SPECIFIC OWNERSHIP TAX REVENUE	\$	2,427,716.93 \$	(510,647.01) \$	1,917,069.92		
Per Pupil funding On-line	\$ 7,451.49	Total Prgm formula Funding	10-000-00-0000-1140000-0000-00000000	DELINQUENT PROP TAX	\$	- \$	- \$	-		
Property Taxes:	\$ 21,596,147.18		10-000-00-0000-1141000-0000-00000000	PROPERTY TAX CREDITS	\$	- \$	- \$	-		
Specific Ownership Taxes:	\$ 1,917,069.92		10-000-00-0000-1143000-0000-00000000	INTEREST ON TAXES	\$	- \$	- \$	-		
		'	10-000-00-0000-3110000-0000-00000000	STATE EQUALIZATION REVENUE	\$	158,726,238.99 \$	1,062,479.99 \$	159,788,718.98		
Underlying Traditional PPR Rate	\$ 7,779.25	0.01	%		Total: \$	182,415,319.25 \$	886,616.83 \$	183,301,936.08		
18/19 Adopted Budget	\$ 7,778.41									
Difference	\$ 0.83	Rate Variance over 18/19 Adg	otc \$ 10,847.45							
Charter Counts										PPR
PPSEL	395.68	ĺ	10-910-00-0000-5711000-0000-00000000	PPSEL-ALLOCATION	\$	(3,049,137.97) \$	(28,954.51) \$	(3,078,092.48)	\$	(7,779.25)
GOAL	4,138.00		10-930-00-0000-5711000-0000-00000000	GOAL-Allocation	\$	(30,180,243.20) \$	(2,010,281.22) \$	(32,190,524.42)	\$	(7,779.25)
CDBOCES	2,401.00	Chartered	10-940-00-0000-5711000-0000-00000000	COLO PREP ACADEMY-ALLOCATION	\$	(16,130,735.47) \$	(1,760,292.02) \$	(17,891,027.49)	\$	(7,451.49)
BLRA	1,327.70	Portfolio Allocation: —	10-950-00-0000-5711000-0000-00000000	BLRA-ALLOCATION	\$	(10,267,505.42) \$	(61,000.93) \$	(10,328,506.35)	\$	(7,779.25)
RMCA	1,337.66		10-951-00-0000-5711000-0000-00000000	RMCA-ALLOCATION	\$	(10,945,783.05) \$	539,795.40 \$	(10,405,987.65)	\$	(7,779.25)
PTEC	267.00		10-945-00-0000-5711000-0000-00000000	PTEC-ALLOCATION	\$	(2,450,200.16) \$	373,141.19 \$	(2,077,058.97)	\$	(7,779.25)
IIR	662.92		10-952-00-0000-5711000-0000-00000000	IIR-ALLOCATION	\$	(8,224,116.27) \$	3,067,097.80 \$	(5,157,018.47)	\$	(7,779.25)
LTA	305.16		10-953-00-0000-5711000-0000-00000000	LTA - ALLOCATION	. \$	- \$	(2,373,915.04) \$	(2,373,915.04)	\$	(7,779.25)
Total Chartered Portfolio:	10,835.12				Total: \$	(81,247,721.54) \$	(2,254,409.33) \$	(83,502,130.87)	\$	(7,706.62)
Operated Portfolio:	12,828.98									Per Pupil
18/19 Adopted Budget Count	13,006.20			Operated Portfolio - Program Formula Fu	nding: \$	101,167,597.71 \$	(1,367,792.50) \$	99,799,805.21	90.7% \$	7,779.25
Difference	(177.22)	Volume Vari over 18/19 Adp	td (1,378,638.17)				_		\$	7,776.28
									\$	2.97
				Total Operated Portfolio Revenu	ue: Ş	111,094,538.29 \$	(1,060,293.99) \$ 1	10,034,244.30	\$	8,577.01
				Non-Formula Revenue:	\$	9,926,940.58 \$	307,498.51 \$	10,234,439.09	9.3% \$	797.76
			17/18 EOY Fund Balance:	· \$ 9302	935.62					
			17/18 EOT Tulid Balance.							
			·	· · · · · · · · · · · · · · · · · · ·						
			Fund Balance after roll-over	, ,	045.29					
		18/19 E	nding Fund Balance - Remaining Flat to 17/18	\$ 9,302,	935.62	8.45%				
		Expense Adjustment	necessary to achieve Required Fund Balance	\$ \$ (1,328,	890.33)					
		-								

Amended Budget Overview - Jan



74,868.78 \$

182,607.57

334,983.96 \$

Budgeted sFTE Oct Count		4,005.80 3,937.46		3,644.60 3,625.60		4,447.30 4,369.06		908.50 883.00		13.86		13,006.20 12,828.98
Diff		(68.34)	_	(19.00)	_	(78.24)		(25.50)	_	13.86		(177.22)
										Int Services		
		Falcon Zone	Sa	nd Creek Zone		POWER Zone	iC	Connect Zone		Int Vendor		<u>Total</u>
18/19 Adopted Budget	\$	25,017,442.25	\$	24,145,657.23	\$	27,628,717.83	\$	6,159,775.36	\$	28,142,945.62	\$	111,094,538.29
October Count Volume Adj	\$	(368,877.31)	\$	(108,796.44)	\$	(420,103.38)	\$	(149,430.86)	\$	(331,430.17)	\$	(1,378,638.17)
17/18 Carry Over	\$	349,995.58	\$	973,768.66	\$	(483,668.77)	\$	328,044.56	\$	160,750.30	\$	1,328,890.33
Oth Revenue ADJ	\$	(43,547.92)	\$	(30,918.58)	\$	(62,578.46)	\$	136,087.49	\$	308,455.99	\$	307,498.51
PPR Rate Variance	\$	2,425.46	\$	2,366.41	\$	2,675.95	\$	605.89	\$	2,771.96	\$	10,845.67
DAA Fund Balance ADJ - Target FLAT	\$	(445,284.07)	\$	(435,337.06)	\$	(486,393.49)	\$	(111,552.78)			\$	(1,328,890.33)
Amended Budget Target	\$	24,512,153.99	\$	24,546,740.22	\$	26,178,649.67	\$	6,363,529.65	\$	28,283,493.69	\$	109,884,567.23
Difference vs. Adopted	\$	(505,288.26)	\$	401,082.99	\$	(1,450,068.16)	\$	203,754.29	\$	140,548.07	\$	(1,209,971.06)
YTD Budget Variance - Dec Mnt End	Ś	407,853.24	Ś	365,063.48	Ś	184,758.58	Ś	83,633.50	Ś	35,500.52	Ś	1,076,809.32
Annualized Opportunity / (Risk)		,	\$	730,126.96	\$	369,517.16	\$	167,267.00	\$	·		2,153,618.63
Not Detential Opportunity //Tests	Ċ	210 410 21	۲	1 121 200 05	۲	/1 000 551 00)	<u>,</u>	271 021 20	<u>,</u>	211 540 11	۲	042.647.57
Net Potential Opportunity /(Task)	>	310,418.21	\$	1,131,209.95	\$	(1,080,551.00)	\$	371,021.29	\$	211,549.11	Ş	943,647.57
Identified Amended Expense ADJ	\$	(188,354.08)	\$	(185,904.96)	\$	(214,063.30)	\$	(36,037.33)	\$	(136,680.33)	\$	(761,040.00)
-Repositioning YR3 absorbtion -Health Care Benefit Changes		(188,354.08)	\$ \$	- (185,904.96)	\$ \$	(214,063.30)	\$ \$	(36,037.33)	\$ \$	(136,680.33)	\$ \$	- (761,040.00) _{1/2 Year}
-ricaitii care benefit changes	ڔ	(100,334.00)	ڔ	(103,304.30)	ڔ	(214,003.30)	ب	(30,037.33)	ڔ	(130,000.33)	ر	(/O1,O40.00) 1/2 Year

945,304.99 \$ (1,294,614.30) \$

Other Notable Items

Oth Exp ADJ

Remaining Opportunity/ (Task) \$

YTD Negative Balance in Int Svs/Vend due to Front end (Full Year) spend on larger dollar items i.e. IT Principal Lease Payment YTD Negative Balance in iConnect Zone due to PPEC tuition payments \$220K PMT in Nov. Due to Volume variance, Finance recommends to postpone YR3 MLO absorption into fund 10

122,064.13 \$

18/19 Amended Budget - Revenue Model



Revenue Model										
El Paso County Colo - School District 49						18/19 Adopted	1	8/19 Amended		
			Acct	Description		<u>Budget</u>	Adj Budget	<u>Budget</u>		
Proposed 18/19 Student Count (Total District Funded):	23,664.10	l	10-000-00-0000-1110000-0000-00000000	LOCAL PROPERTY TAX REVENUE	\$	21,261,363.33 \$	334,783.85 \$	21,596,147.18		
Per Pupil Funding (After Neg Factor):	\$ 7,745.99	1	10-000-00-0000-1120000-0000-00000000	SPECIFIC OWNERSHIP TAX REVENUE	\$	2,427,716.93 \$	(510,647.01) \$	1,917,069.92		
Per Pupil funding On-line	\$ 7.451.49	Total Prgm formula Funding	10-000-00-0000-1140000-0000-00000000	DELINGUENT PROP TAX	\$	- \$	- \$	_		
Property Taxes:	\$ 21,596,147.18	rotar right formula randing	10-000-00-0000-1141000-0000-00000000		ς ς	- \$	- Ś	-		
Specific Ownership Taxes:	\$ 1,917,069.92		10-000-00-0000-1143000-0000-00000000		ċ	¢	ė			
specific Ownership Taxes.	3 1,317,003.32	l	10-000-00-0000-1143000-0000-00000000		ç ċ	158,726,238.99 \$	1.062.479.99 \$	159,788,718.98		
Underlying Traditional PPR Rate	\$ 7,779.25	0.01			Total: \$	182,415,319.25 \$	886,616.83 \$	183,301,936.08		
18/19 Adopted Budget	\$ 7,778.41	0.01	,		· otali	102) 120)023120	000,010.00	100,001,000.00		
	1 / -	Data 1/a ilana a a a a 10/40 A da	40.047.45							
Difference	\$ 0.83	Rate Variance over 18/19 Ada	otc \$ 10,847.45							
Charter Counts										PPR
PPSEL	395.68	1	10-910-00-0000-5711000-0000-00000000	DDSEL ALLOCATION	Ś	(3,049,137.97) \$	(28,954.51) \$	(3,078,092.48)	Ś	(7,779.25)
GOAL	4,138.00	a	10-930-00-0000-5711000-0000-00000000		\$	(30,180,243.20) \$	(2,010,281.22) \$	(32,190,524.42)	\$	(7,779.25)
CDBOCES	2,401.00	Chartered	10-940-00-0000-5711000-0000-00000000		\$	(16,130,735.47) \$	(1,760,292.02) \$	(17,891,027.49)	\$	(7,451.49)
BLRA	1,327.70	Portfolio Allocation: —	10-950-00-0000-5711000-0000-00000000		\$	(10,267,505.42) \$	(61,000.93)	(10,328,506.35)	\$	(7,779.25)
RMCA	1,337.66		10-951-00-0000-5711000-0000-00000000		\$	(10,945,783.05) \$	539,795.40 \$	(10,405,987.65)	\$	(7,779.25)
PTEC	267.00		10-945-00-0000-5711000-0000-00000000	PTEC-ALLOCATION	\$	(2,450,200.16) \$	373,141.19 \$	(2,077,058.97)	\$	(7,779.25)
IIR	662.92		10-952-00-0000-5711000-0000-00000000	IIR-ALLOCATION	\$	(8,224,116.27) \$	3,067,097.80 \$	(5,157,018.47)	\$	(7,779.25)
LTA	305.16		10-953-00-0000-5711000-0000-00000000	LTA - ALLOCATION	\$	- \$	(2,373,915.04) \$	(2,373,915.04)	\$	(7,779.25)
Total Chartered Portfolio:	10,835.12				Total: \$	(81,247,721.54) \$	(2,254,409.33) \$	(83,502,130.87)	\$	(7,706.62)
Operated Portfolio:	12,828.98									Per Pupil
18/19 Adopted Budget Count	13,006.20			Operated Portfolio - Program Formula Fun	nding: \$	101,167,597.71 \$	(1,367,792.50) \$	99,799,805.21	90.7% \$	7,779.25
Difference	(177.22)	Volume Vari over 18/19 Adp	td (1,378,638.17)				•		\$	7,776.28
									\$	2.97
				Total Operated Portfolio Revenu	ıe: \$	111,094,538.29 \$	(1,060,293.99) \$ 1	10,034,244.30	\$	8,577.01
				Non-Formula Revenue:	s	9,926,940.58 \$	307,498.51 \$	10,234,439.09	9.3% \$	797.76
					•	7	+			
			17/18 EOY Fund Balance:	\$ 9,302,9	935.62					
			17/18 Rollover	\$ (1,328,8	390.33)					
			Fund Balance after roll-over	\$ 7,974,0	045.29					
		19/10 F	nding Fund Balance Calculated to 9% of DAGR	• • • • • • • • • • • • • • • • • • • •						
			-							
		Expense Adjustment	necessary to achieve Required Fund Balance	\$ (1,919,7	(41.95)					

Amended Budget Overview - Jan



74,868.78 \$

(258,566.98)

Budgeted sFTE		4,005.80		3,644.60		4,447.30		908.50				13,006.20
Oct Count	_	3,937.46	_	3,625.60		4,369.06	_	883.00	_	13.86		12,828.98
Diff		(68.34)		(19.00)		(78.24)		(25.50)		13.86		(177.22)
										Int Services		
		Falcon Zone	Sa	and Creek Zone		POWER Zone	i	Connect Zone		Int Vendor		<u>Total</u>
18/19 Adopted Budget	\$	25,017,442.25	\$	24,145,657.23	\$	27,628,717.83	\$	6,159,775.36	\$	28,142,945.62	\$	111,094,538.29
October Count Volume Adj	\$	(368,877.31)	\$	(108,796.44)	\$	(420,103.38)	\$	(149,430.86)	\$	(331,430.17)	\$	(1,378,638.17)
17/18 Carry Over	\$	349,995.58	\$	973,768.66	\$	(483,668.77)	\$	328,044.56	\$	160,750.30	\$	1,328,890.33
Oth Revenue ADJ	\$	(43,547.92)	\$	(30,918.58)	\$	(62,578.46)	\$	136,087.49	\$	308,455.99	\$	307,498.51
PPR Rate Variance	\$	2,425.46	\$	2,366.41	\$	2,675.95	\$		\$	2,771.96	\$	10,845.67
DAA Fund Balance ADJ - Target 9%	\$	(578,338.28)	\$	(563,754.72)	\$	(633,335.66)	\$	(144,313.29)		•	\$	(1,919,741.95)
Amended Budget Target	\$	24,379,099.78	\$	24,418,322.56	\$	26,031,707.50	\$	6,330,769.14	\$	28,283,493.69	\$	109,443,392.68
Difference vs. Adopted	\$	(638,342.47)	\$	272,665.33	\$	(1,597,010.33)	\$	170,993.78	\$	140,548.07	\$	(1,651,145.61)
YTD Budget Variance - Dec Mnt End	\$	407,853.24	\$	365,063.48	\$	184,758.58	\$	83,633.50	\$	35,500.52	\$	1,076,809.32
Annualized Opportunity / (Risk)		815,706.47	\$	730,126.96	\$	369,517.16	\$	167,267.00	\$	71,001.04	\$	2,153,618.63
Net Potential Opportunity /(Task)	\$	177,364.00	\$	1,002,792.29	\$	(1,227,493.17)	\$	338,260.78	\$	211,549.11	\$	502,473.02
Identified Amended Expense ADJ		(188,354.08)	\$	(185,904.96)	\$	(214,063.30)	\$	(36,037.33)	\$	(136,680.33)	\$	(761,040.00)
-Repositioning YR3 absorbtion -Health Care Benefit Changes Oth Exp ADJ		- (188,354.08)	\$ \$	(185,904.96)	\$ \$	(214,063.30)	\$	(36,037.33)	\$ \$	(136,680.33)	\$ \$ \$	- (761,040.00) 1/2 Year -

816,887.33 \$ (1,441,556.47) \$ 302,223.45 \$

Other Notable Items

Remaining Opportunity/ (Task) \$

YTD Negative Balance in Int Svs/Vend due to Front end (Full Year) spend on larger dollar items i.e. IT Principal Lease Payment YTD Negative Balance in iConnect Zone due to PPEC tuition payments \$220K PMT in Nov. Due to Volume variance, Finance recommends to postpone YR3 MLO absorption into fund 10

(10,990.08) \$

18/19 Amended Expense Budget



Fund 10						Ame	nde	d Expense Budget	ADJ				18/19	
		-	Adopted Budget					Oth Revenue			17/18		Amended Budget	
		App	oved - 06/30/2018	Vo	lume Variance	Rate Variance	SI	PED & Trans Adj	D	AGR Adj to 9%	Roll Over			Diff
Total D	49 Fund 10 Budget Dollars:	\$	111,094,538.29	\$	(1,378,638.17) \$	10,845.66	\$	307,498.51	\$	(1,919,741.95) \$	1,328,890.33		\$ 109,443,392.69	\$ (1,651,145.60)
Central Office:	Internal Services:	\$	19,225,374.65 17.3%	\$	(226,410.88) \$	1,893.62	\$	325,863.24		\$	109,813.83	17.8%	\$ 19,436,534.45	\$ 211,159.80
	Internal Vendors:	\$	8,917,570.97 8.0%	\$	(105,019.29) \$	878.34	\$	(17,407.25)		\$	50,936.47	8.1%	\$ 8,846,959.25	\$ (70,611.72)
Zones:	Falcon Zone:	\$	25,017,442.25 22.5%	\$	(368,877.31) \$	2,425.46	\$	(43,547.92)	\$	(578,338.28) \$	349,995.58	22.3%	\$ 24,379,099.78	\$ (638,342.47)
	Sand Creek Zone:	\$	24,145,657.23 21.7%	\$	(108,796.44) \$	2,366.41	\$	(30,918.58)	\$	(563,754.72) \$	973,768.66	22.3%	\$ 24,418,322.56	\$ 272,665.33
	Power Zone:	\$	27,628,717.83 24.9%	\$	(420,103.38) \$	2,675.95	\$	(62,578.46)	\$	(633,335.66) \$	(483,668.77)	23.8%	\$ 26,031,707.50	\$ (1,597,010.33)
	iConnect Zone:	\$	6,159,775.36 5.5%	\$	(149,430.86) \$	605.89	\$	136,087.49	\$	(144,313.29) \$	328,044.56	5.8%	\$ 6,330,769.14	\$ 170,993.78
Total		\$	111,094,538.29	\$	(1,378,638.17) \$	10,845.67	\$	307,498.51	\$	(1,919,741.95) \$	1,328,890.33		\$ 109,443,392.69	\$ (1,651,145.60)
	[oiff \$	-											



BOARD OF EDUCATION ITEM 9.05 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Brett Ridgway, Chief Business Officer

PREPARED BY:

Ron Sprinz, Director of Finance

TITLE OF AGENDA ITEM: Amended 2018-19 Charter School Budget Update

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

January 31, 2019 is the deadline for approving the amended budget. Prior to that we would like to give the board an update of the charter school revenue from PPR to orient them when the charter school amended budgets are received.

RELEVANT DATA AND EXPECTED OUTCOMES:

skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to

launch each student toward success

As we near the date for approving the amended budget it is helpful to know how funding changes impacts our charter schools. The following charts show the expected PPR amounts for charter schools to be using as their PPR revenue.

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
	Rock #1—Establish enduring <u>trust</u> throughout our community	This shows how monies are flowing to the charter schools and the impact of PPR changes.
Λ	Rock #2—Research, design and implement programs for intentional community participation	
Strateg	Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge,	This show how funding changes impacts our charter schools.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Brett Ridgway, Chief Business Officer Date: December 19, 2018

PIKES PEAK SCHOOL OF EXPEDITIONARY LEARNING

FUND: 11 CHARTER SCHOOL FUND

LOCATION: 910

		2013-20 ACTUA		2014-2015 ACTUAL	2015-2016 ACTUAL	2016-2017 ACTUAL	2017-2018 ACTUAL	PROPOSED 2018-2019 BUDGET	IDGE IENDED	2018-19 BUDGET
Funded Student Count PPR funding rate			64.68 05.42	384.24 6,688.52	393.90 7,106.62	391.68 7,075.60	391.68 7,377.57	392.00 7,806.85	3.68 (27.60)	395.68 7,779.25
BEGINNING FUND BALANCE:		\$ 57	7,312	\$ 695,118	\$ 931,130	\$ 1,013,490	\$ 1,684,000	\$ 2,060,000	\$ -	\$ 2,060,000
REVENUE: PPR Allocation from District Charges for Services Grant & Designated Revenue Other	<u>SOURCE</u> 5710	13	9,461 1,367 4,980 6,496	\$ 2,569,997 130,542 14,045 124,611	\$ 2,799,013 148,603 16,306 177,312	\$ 2,771,371 106,000 283,300 105,629	\$ 2,889,647 0 0 250,730	\$ 3,060,285 0 0 223,500	\$ 17,807 0 0	\$ 3,078,092 0 0 223,500
TOTAL REVENUE:		\$ 2,50	2,304	\$ 2,839,195	\$ 3,141,234	\$ 3,266,300	\$ 3,140,377	\$ 3,283,785	\$ 17,807	\$ 3,301,592

POWER TECHNICAL EARLY COLLEGE

DDODOCED

PDIDCE

AMENDED

FUND: 11 CHARTER SCHOOL FUND

LOCATION: 945

The Charter School Fund is used to track

DESCRIPTION: financial activities of all charter schools

authorized by the District

authorized by the L	ristrict	 2014-2015 ACTUAL	2015-2016 ACTUAL	2016-2017 ACTUAL	2017-2018 ACTUAL	2018-2019 BUDGET	t	BRIDGE O AMENDED	20	INDED 118-19 IDGET
Funded Student Count PPR funding rate		0.00	0 0.00	160.00 7,075.60	428.00 4,303.45	315.00 7,606.56		(48.00) 7,315.06		267.00 7,779.25
BEGINNING FUND BALANCE: PP Adj.		\$ -	\$ -	\$ -	\$ 50,194	\$ 2,183,548	\$	- \$		2,183,548
REVENUE: PPR Allocation from District Charges for Services	<u>SOURCE</u> 5710	\$ 0	\$ 0	\$ 1,132,096 21,300	\$ 1,841,877 71,250	\$ 2,396,066 54,278	\$	(319,007) \$		2,077,059 54,278
Grant & Designated Revenue Other TOTAL REVENUE:		\$ 0 0 0	\$ 0 0 0	\$ 558,750 40,050 1,752,196	\$ 215,000 58,050 2,186,177	\$ 116,058 0 2,566,402	\$	0 0 (319,007) \$		116,058 0 2,247,395

GOAL ACADEMY

FUND: 11 **CHARTER SCHOOL FUND**

LOCATION: 930

	·	 013-2014 ACTUAL		2014-2015 ACTUAL	2015-2016 ACTUAL	2016-2017 ACTUAL	2017-2018 ACTUAL	PROPOSED 2018-2019 BUDGET	BRIDGE AMENDED	AMENDED 2018-19 BUDGET
Funded Student Count PPR funding rate		3,132.00 6,305.42		3,257.50 6,688.52	4,065.00 7,106.62	3,754.50 7,075.60	3,650.00 7,076.00	3,880.00 7,315.00	258.00 464.25	4,138.00 7,779.25
BEGINNING FUND BALANCE:		\$ 2,735,456	\$	4,784,864	\$ 3,306,945	\$ 9,667,503	\$ 1,290,000	\$ (27,560,790)	\$ 0	\$ (27,560,790)
REVENUE: PPR Allocation from District Charges for Services Grant & Designated Revenue Other	<u>SOURCE</u> 5710	\$ 19,748,575 0 3,540,915 (1,286,479)	·	21,787,854 0 1,463,432 120,722	\$ 28,888,410 0 1,514,389 204,330	\$ 26,565,340 0 2,105,035 61,618	\$ 25,827,400 0 1,046,200 468,200	\$ 28,382,200 0 984,088 315,050	\$ 3,808,324 0 0	\$ 32,190,524 0 984,088 315,050
TOTAL REVENUE:		\$ 22,003,011	\$	23,372,008	\$ 30,607,129	\$ 28,731,993	\$ 27,341,800	\$ 29,681,338	\$ 3,808,324	\$ 33,489,662

EL PASO COUNTY SCHOOL DISTRICT 49 BANNING LEWIS RANCH ACADEMY **2018-2019 AMENDED BUDGET**

FUND: 11 **CHARTER SCHOOL FUND**

LOCATION:

	·	_	2013-2014 ACTUAL	2014-2015 ACTUAL	2015-2016 ACTUAL	2016-2017 ACTUAL	2017-2018 ACTUAL	PROPOSED 2018-2019 BUDGET	to	BRIDGE O AMENDED	AMENDED 2018-19 BUDGET
Funded Student Count PPR funding rate			718.50 6,305.42	714.40 6,688.52	717.60 7,106.62	768.68 7.075.60	1,237.28 7,092.00	1,320.00 7,503.59		7.70 275.66	1,327.70 7,779.25
FFIX fulldling fate			0,303.42	0,000.52	7,100.02	7,075.00	7,092.00	7,303.39		275.00	1,119.25
BEGINNING FUND BALANCE: PP Adj.		\$	909,767	\$ 685,692	\$ 948,217	\$ 1,133,690	\$ 2,102,179	\$ 1,632,312	\$	-	\$ 1,632,312
REVENUE:	SOURCE										
PPR Allocation from District	5710	\$	4,530,444	\$ 4,778,279	\$ 5,099,426	\$ 5,438,872	\$ 8,774,790	\$ 9,904,741	\$	423,765	\$ 10,328,506
Charges for Services			11,387	103,293	83,039	75,000	246,263	162,648		83,615	246,263
Grant & Designated Revenue			135,927	171,845	221,711	479,127	370,607	417,782		(47,175)	370,607
Other			696,618	570,898	690,539	766,885	724,519	806,205		(81,686)	724,519
TOTAL REVENUE:		\$	5,374,376	\$ 5,624,315	\$ 6,094,715	\$ 6,759,884	\$ 10,116,179	\$ 11,291,376	\$	378,519	\$ 11,669,895

ROCKY MOUNTAIN CLASSICAL ACADEMY

CHARTER SCHOOL FUND FUND: 11

LOCATION:

	,	2013-2014 ACTUAL	2014-2015 ACTUAL	2015-2016 ACTUAL	2016-2017 ACTUAL	2017-2018 ACTUAL	PROPOSED 2018-2019 BUDGET	te	BRIDGE o AMENDED	AMENDED 2018-19 BUDGET	
Funded Student Count		872.04	1,068.84	1,237.60	1,324.24	1,392.64	1,407.20		(69.54)	1,337.6	6
PPR funding rate		6,305.42	6,688.52	7,106.62	7,075.60	7,252.90	7,421.00		358.25	7,779.2	25
BEGINNING FUND BALANCE: PP Adj.		\$ 2,206,600	\$ 2,063,230	\$ (406,470)	\$ (46,703)	\$ 1,149,338	\$ 3,665,310	\$	- \$	3,665,31	0
REVENUE:	SOURCE										
PPR Allocation from District	5710	\$ 5,498,578	\$ 7,148,958	\$ 8,794,869	\$ 9,369,793	\$ 10,100,679	\$ 10,442,831	\$	(36,844) \$	10,405,98	8
Charges for Services		317,522	1,519,036	2,711,730	3,034,757	3,167,424	0		0		0
Grant & Designated Revenue		137,795	329,977	484,601	410,509	650,142	1,322,247		0	1,322,24	.7
Other		(6,668)	272,362	193,663	582,796	0	0		0		0
TOTAL REVENUE:		\$ 5,947,227	\$ 9,270,333	\$ 12,184,863	\$ 13,397,855	\$ 13,918,245	\$ 11,765,078	\$	(36,844) \$	11,728,23	5

IMAGINE CLASSICAL ACADEMY

fka IMAGINE INDIGO RANCH fka THE IMAGINE CLASSICAL ACADEMY

FUND: 11 CHARTER SCHOOL FUND

LOCATION: 952

The Charter School Fund is used to track financial activities of all

DESCRIPTION: charter schools authorized by the District

		:	2013-2014 ACTUAL	2014-2015 ACTUAL	2015-2016 ACTUAL	2016-2017 ACTUAL	2017-2018 ACTUAL	PROPOSED 2018-2019 BUDGET	BRIDGE to AMENDED	AMENDED 2018-19 BUDGET
Funded Student Count			793.20	706.46	724.00	747.28	783.00	700.00	(37.08)	662.92
PPR funding rate			6,305.42	6,688.52	7,106.62	7,075.60	7,226.17	7,502.00	277.25	7,779.25
BEGINNING FUND BALANCE: PP Adj.		\$	698,457	\$ 1,228,946	\$ 1,536,338	\$ 1,200,855	\$ 1,395,706	\$ (6,515,522)	\$ -	\$ (6,515,522)
REVENUE:	SOURCE									
PPR Allocation from District	5710	\$	5,001,459	\$ 4,725,172	\$ 5,333,635	\$ 5,287,454	\$ 5,658,091	\$ 5,251,400	\$ (94,382)	\$ 5,157,018
Charges for Services			382,506	365,544	411,316	295,000	295,000	75,000	0	75,000
Grant & Designated Revenue			134,476	184,300	276,278	518,690	235,325	187,884	0	187,884
Other			94,565	141,702	12,796	122,380	113,085	114,160	0	114,160
TOTAL REVENUE:		\$	5,613,006	\$ 5,416,718	\$ 6,034,025	\$ 6,223,524	\$ 6,301,501	\$ 5,628,444	\$ (94,382)	\$ 5,534,062

Liberty Tree Academy

FUND: 11 CHARTER SCHOOL FUND

LOCATION: 953

The Charter School Fund is used to track

DESCRIPTION: financial activities of all charter schools

authorized by the District

authorized by the Distric		2014-2015 ACTUAL	5-2016 CTUAL	2016-2017 ACTUAL	2017-2018 ACTUAL	PROPOSED 2018-2019 BUDGET	to	BRIDGE O AMENDED	AMENDED 2018-19 BUDGET
Funded Student Count PPR funding rate		0.00	0 0.00	0 0.00	0.00	357.30 7,776.44		(52.14) 7,315.06	305.16 7,779.25
BEGINNING FUND BALANCE: PP Adj. REVENUE: SOI	\$ JRCE	-	\$ - \$	- \$	-	\$	\$	- \$	-
	710 \$	0 0 0 0	\$ 0 \$ 0 0	0 \$ 0 0	0 0 0 0	\$ 2,778,521 124,902 332,887 29,000		(404,606) \$ 0 0 0	2,373,915 124,902 332,887 29,000
TOTAL REVENUE:	\$	0	\$ 0 \$	0 \$	0	\$ 3,265,310	\$	(404,606) \$	2,860,704



BOARD OF EDUCATION ITEM 10.01 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

	BOARD MEETING OF:	January 10, 2019
		Brad Miller Legal Counsel
	PREPARED BY:	Donna Garza, Executive Assistant to the BOE
		Executive Session: Pursuant to C.R.S. § 24-6-402(4)(b) for
	TITLE OF AGENDA ITEM:	conference with an attorney for the purpose of receiving legal
		advice regarding a request to hear a stakeholder grievance
<u>.</u>	ACTION/INFORMATION/DISCUSSION:	Discussion
BAC	KGROUND OR RATIONALE	
REI	EVANT DATA AND EXPECTED OUTCOM	MES:
ILL	EVALUE DATATION DATE DE LE COMME	WILLO.
Імр	ACTS ON THE DISTRICT'S MISSION PRI	IORITIES—THE RINGS AND ROCKS:
ı		
Ę.	Inner Ring —How we treat each other	
Sulture	Outer Ring—How we treat our work	
Cu		
	Rock #1—Establish enduring trust thro	oughout our
	community	Juginout our
	Rock #2—Research, design and implem	ment
Λ	programs for intentional community par	
teg	Rock #3— Grow a robust portfolio of	distinct and
tra	exceptional schools	
S	Rock #4— Build <u>firm foundations</u> of ki	
	skills and experience so all learners can the	
	Rock #5 — Customize our educational s	systems to
	launch each student toward success	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to enter into executive session pursuant to C.R.S. § 24-6-402(4)(b) for conference with an attorney for the purpose of receiving legal advice regarding a request to hear a stakeholder grievance.

APPROVED BY: Marie La Vere-Wright, Board President

DATE: January 3, 2019



BOARD OF EDUCATION ITEM 10.02 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY:

Brad Miller, Legal Counsel

Donna Garza, Executive Assistant to the BOE

TITLE OF AGENDA ITEM:

Determination of whether to conduct a hearing on a Stakeholder

Grievance matter

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
Λ	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Strategy	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Ŋ	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to launch each student toward success	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Motion to approve/deny request to conduct a hearing on the stakeholder grievance matter.

APPROVED BY: Marie La Vere-Wright, Board President

Date: January 3, 2019